



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Chadli Bendjedid University
Faculty of Literatures and Languages
Department of English



EFL Students' Speaking Proficiency and Anxiety Levels: A Correlational Study

A thesis
submitted in partial fulfillment of the requirements for the degree
M.A. in TEFL

Candidates:

Miss. Sarah Benmoulaoum
Miss. Amira Zeghoudi

Supervisor:

Dr. Sara DJAMAA

Board of examiners:

Chairman: Mr. Redha Benachour, Chadli Bendjedid University
Supervisor: Dr. Sara Djamàa, Chadli Bendjedid University
Member: Mrs. Hanifa Zarzouni, Chadli Bendjedid University

June 2017

DEDICATION

“At times, our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have lighted the flame within us.”

Albert Schweitzer

A special feeling of gratitude goes to our loving parents, whose affection, encouragement, and prayers were behind our success, and to our beloved brothers and sisters who were all the time by our side, especially when things proved hard. They are the reasons for why we are here and for what we are going to be. So, many thanks to them.

We also dedicate this work to our families, the symbol of love, and to our friends who encouraged and supported us.

Amira and Sarah

ACKNOWLEDGMENTS

First, we must acknowledge our endless thanks to Allah, the Ever-Magnificent, the Ever-Thankful, for His help and blessings.

We owe a million thanks and a tremendous gratitude to many people who made this master's thesis possible.

Our sincere appreciation goes to our highly esteemed supervisor, Dr. Sara Djamàa, whose contribution and constructive criticism have pushed us to spend huge efforts to make this work as original as it can be. Thanks to her assistance, support, and patience, we have experienced what true research is and our knowledge on the subject matter has been broadened. We will never forget you, professor.

We are grateful to all students who have participated in this work. Also, we would like to thank the teachers for their time and cooperation. Without them, we would not have finished our thesis. Special thanks go to the jury members for their time, valuable comments and precious remarks.

Last but not least, our deepest thanks go to all people who contributed towards this thesis.

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS.....	iii
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS.....	ix
ABSTRACT IN ENGLISH.....	x
ABSTRACT IN ARABIC.....	xi
CHAPTER ONE: INTRODUCTION TO THE STUDY	1
Introduction	1
Statement of the Problem	1
Aim of the Study	2
Significance of the Study	2
Research Questions	3
Question one.....	3
Question two.....	4
Research Hypotheses.....	4
Hypothesis One	4
Hypothesis Two.....	4
Methodology	5
Study Design	5
Instruments	5
Participants	7
Limitations of the Study.....	7
Organization of the Thesis	7
Conclusion.....	8
CHAPTER TWO : LITERATURE REVIEW	10
Introduction	10

Definition of Speaking Proficiency.....	10
The Importance of the Speaking Skill.....	11
Types of Speaking.....	12
Levels of Speaking Proficiency.....	14
The Components of Speaking Proficiency.....	15
Factors Affecting EFL Students' Speaking Skills	19
Teaching the Speaking Skill.....	21
Students' Speaking Problems.....	28
Suggested Solutions for Students' Speaking Problems	29
Speaking Proficiency Tests	30
Insights into the TOEFL Test.....	32
Definition of Anxiety	36
Foreign Language Anxiety.....	37
Types of Language Anxiety	38
Levels of Anxiety	39
The Role of Anxiety in Learning a Foreign Language	43
Aspects of Anxiety.....	45
Speaking Anxiety	45
The Relationship Between Speaking Proficiency and Speaking Anxiety.....	46
Sources of Foreign Language Anxiety.....	47
The Causes of Anxiety in Oral Performance	49
The Effects of Anxiety on Speaking Proficiency.....	52
Ways of Creating a Low-anxiety Classroom	53
Conclusion.....	55
CHAPTER THREE : RESEARCH METHODOLOGY.....	57
Introduction	57
The Research Location.....	57
Participants.....	58
Research instruments.....	58
Research Design.....	63
Procedures	63
Conclusion.....	64
CHAPTER FOUR : RESULTS	65
Introduction	65

The Foreign Language Classroom Anxiety Scale (FLCAS) Results.....	65
The Test of English as a Foreign Language (TOEFL) Results	70
The Interview Results.....	73
Summary of the Results in Relation to the Hypotheses of the Study	76
Hypothesis One:	76
Hypothesis Two:.....	76
Conclusion.....	76
CHAPTER FIVE : DISCUSSION	78
Introduction	78
Discussion of the Hypotheses	78
Hypothesis One	78
Hypothesis Two.....	78
The Relationship of the Results to Previous Theory and Research	79
Implications of the Study	79
Suggestions and Recommendations	80
Conclusion.....	83
References	84
APPENDICES.....	101
Appendix A: Foreign Language Classroom Anxiety Scale (FLCAS)	101
Appendix B:The Speaking Section of the Test of English as a Foreign Language (TOEFL)	103
Appendix C:Students' Interview	108
Appendix D:Teachers' Interview	109

LIST OF TABLES

Table	Page
1. Types of Speaking	13
2. Significant Implications of Communicative Language Ability for Teaching and Learning.....	17
3. Factors Affecting the Learning of Pronunciation	22
4. Teachers' Role and Responsibilities	24
5. Types of Oral Tasks in English Tests	32
6. The Structure of the TOEFL iBT Test.....	33
7. Fear of Negative Evaluation Results	66
8. Communication Apprehension Results.....	69
9. TOEFL Speaking Section Results for the Independent Tasks 1 & 2	70
10. TOEFL Test Speaking Section Results for the Integrated Skills, Tasks 3, 4, 5 & 6...	72

LIST OF FIGURES

Figure	Page
1. Skills Underlying Speaking Proficiency	18
2. The Role of Language Anxiety	44
3. Fear of Negative Evaluation Results	67
4. Communication Apprehension Results	69
5. TOEFL Test Speaking Section Results for the Independent Tasks 1& 2	71
6. TOEFL Test Speaking Section Results for the Integrated Skills, Tasks 3, 4, 5 & 6...	72

LIST OF ABBREVIATIONS

B.A.	Bachelor of Arts
COE	Committee of Examiners
ESOL	Educational Services Overseas Limited
ETS	Educational Testing Services
FL	Foreign Language
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
GESE	Graded Examinations in Spoken English
IBT	Internet-Based Test
ICTs	Information and Communication Technologies
IELTS	International English Language Testing System
ISE	Independent Security Evaluator
iTEP	International Test of English Proficiency
L.2	Second Language
LMD	Licence Master Doctorate
OSN	Online Scoring Network
SEW	Spoken English for Work
SLA	Second Language Acquisition
TEFL	Teaching English as a Foreign Language
TOEFL	Test of English as a Foreign Language
TSE	Test of Spoken English
PTE	Pearson Tests of English

Abstract

The speaking skill involves a number of complex affective, cognitive, emotional and situational variables that are different from the ones existing in the other skills. In the oral class, students are required to acquire the maximum quantity of vocabulary and to use it in different contexts. Also, they are required to be accurate and fluent. However, feelings of anxiety, apprehension, and nervousness are commonly expressed by English as a foreign language students when speaking the target language. This study sheds light on the relationship between EFL students' speaking proficiency and anxiety levels in the oral expression classes. It aims to answer the following questions: (1) what are the sources of or reasons behind EFL students' speaking anxiety? (2) What is the relationship between learning anxiety and EFL students' levels of speaking proficiency? Qualitative and quantitative data were used in this study to answer the research questions and evaluate the proposed hypotheses. Methods were collected from two third year Licence Master Doctorate groups ($N=100$) at the department of English in El-Tarf University in Algeria for the 2016-2017 academic year. Participants took the Test of English as a Foreign Language (TOEFL) speaking assessment section as well as the Foreign Language Classroom Anxiety Scale (FLCAS). Seventeen students and four EFL teachers took interviews. Results showed that fear of negative evaluation, lack of practice, and shyness are common reasons behind EFL students' speaking anxiety and that anxiety negatively affects students' speaking proficiency.

Keywords: speaking proficiency, anxiety, EFL students, university level.

ملخص

تحتوي مهارة الكلام على عدد من المتغيرات العاطفية والمعرفية والظرفية التي تختلف عن تلك الموجودة في المهارات الأخرى. أثناء الدرس، وفي صف مهارة الكلام، يتوجب على طلاب اللغة الإنجليزية كلغة أجنبية الحصول على أقصى قدر من المفردات واستخدامها في سياقات مختلفة، كما تتوجب عليهم الدقة والطلاقة في الكلام. ولكن عادة ما تسيطر عليهم مشاعر القلق والتوتر والعصبية أثناء التحدث باللغة المستهدفة. تسلط هذه الدراسة الضوء على العلاقة بين إتقان مهارة الكلام باللغة الإنجليزية ومدى تأثرها بمشاعر القلق، التوتر والعصبية لدى طلاب اللغة الإنجليزية كلغة أجنبية في قسم التعبير الشفهي. وتهدف هذه الدراسة إلى الإجابة على الأسئلة التالية: (1) ما هي مصادر أو أسباب قلق طلاب اللغة الإنجليزية كلغة أجنبية؟ (2) ما هي العلاقة بين درجة القلق والتوتر أثناء الكلام باللغة المستهدفة ومدى تمكن الطلبة من مهارة الكلام باللغة الإنجليزية كلغة أجنبية؟ تم استخدام بيانات نوعية وكمية في هذه الدراسة للإجابة على الأسئلة المطروحة وتقييم الفرضيات المقترحة وتم جمع البيانات من مجموعتين من طلاب السنة الثالثة نظام "ال. ام. دي" (100 طالب) في قسم اللغة الإنجليزية في جامعة الشاذلي بن جديد بالطارف في الجزائر للعام الدراسي 2016-2017. أخذ المشاركون اختبار اللغة الإنجليزية كلغة أجنبية (التوفل) وبالتحديد جزء تقييم مهارة التحدث وكذلك مقياس قلق اللغة الفصول الدراسية للغة الأجنبية (فلكاس). بالإضافة الى ذلك، أجري حوارا مع سبعة عشر طالبا وأربعة أساتذة متخصصين في اللغة الإنجليزية كلغة أجنبية. أظهرت النتائج أن الخوف من التقييم السلبي، وعدم المداومة على ممارسة اللغة الإنجليزية، والخجل هي الأسباب الشائعة وراء قلق طلاب اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك، أظهرت الدراسة أن القلق له تأثير سلبي على كفاءة التحدث لدى الطلاب الكلمات المفتاحية: كفاءة الكلام، القلق، طلاب اللغة الإنجليزية كلغة أجنبية، المستوى الجامعي.

Chapter One

Introduction to the Study

Introduction

Learning a new language is both cognitively and emotionally demanding (Abu-Rabia, 2004). Feelings of anxiety, apprehension, and stressfulness have been regarded as one of the most prominent emotional factors that influence Foreign Language (FL) learning. The present study sheds light on the main causes of speaking anxiety among learners of English as a Foreign Language (EFL) and its relation to their speaking proficiency. The first chapter of this thesis tackles the statement of the problem and the aim and the significance of the study. It also introduces the research questions and hypotheses as well as the methodology, which includes the research design, the participants, and data collection and analysis methods. Finally, the limitations of the study along with the organization of the thesis and a concluding section are also exposed.

Statement of the Problem

With the significant care about and globalization of English that caused broad demand for good English-speakers in various realms, it is necessary to find out the factors that may hinder or negatively affect language learning. Hence, the development of the speaking skills. One of these factors is language learning anxiety and its relation to students' levels of speaking proficiency. Anxiety can be defined as a complex concept of self-efficacy. Appraisals of its potential and perceived threats inherent in certain speaking situations are worth considering (Tobias, 1986). There is an agreement among scholars that anxiety is related to performance (Balachand & Skully, 2004; Tobias & Everon, 1997), and that it has a debilitating effect on learning and achieving (Gandy & Sprelberger, 1971; Tobias, 1980). Although anxiety influences the four language skills (reading, listening, writing, and speaking), the majority of foreign language learners seem to be more anxious and

apprehensive when learning the speaking skill. Considering anxiety as a highly influential construct in language learning, this research paper is an attempt to investigate the sources or reasons behind speaking anxiety and its relation with EFL students' levels of speaking proficiency. Findings of this study might prove effective in alleviating EFL students' speaking anxiety and raising teachers' awareness of the obstacles that hinder the progress of students in oral expression classes.

Aim of the Study

It has been perceived that students feel anxious when speaking the target language with their peers and/or teachers during the learning process. The aim of this study is to crack the nut and look deeply into the main causes behind EFL learners' speaking anxiety and to clarify in what ways it can affect their levels of speaking proficiency.

Significance of the Study

Since English has become an international language that serves as a lingua franca among nations, there has been a great demand on its learners to acquire good communication skills. As a result, English is being taught and learnt around the world as a second and a foreign language today. It is evident that communication skills take a big part of learning the English language. Thus, speaking English effectively in a variety of situations is the main goal of many learners. Without speech, language is reduced to a mere script. In Algeria, where English is taught as a foreign language, EFL learners often express a feeling of distress, hesitation, and anxiety when learning to speak the target language. They face a very prevalent dilemma that influences their speaking proficiency, which is anxiety. The latter restrains the progress of the speaking skill and makes students fail to communicate and interact with their peers. Horwitz and Young (1991, p. xiv) asserted that they have been truly surprised by the number of students who experience anxiety and distress in their language class, not only beginners or intermediate level but also advanced level students.

Many researchers tried to investigate the sources or reasons behind language learning anxiety in different academic contexts and have suggested a variety of techniques to overcome this serious issue. Hetrakul (1995) said that EFL learners use English more frequently inside the classroom and less frequently outside the class. As a consequence of the lack of practice of the target language outside the classroom walls, students develop a fear of making mistakes during the oral sessions and manifest many grammar problems. With EFL learners' speaking anxiety being regarded as a real conundrum, this study attempts to investigate more the reasons behind it and its impact on students' levels of speaking proficiency. This paper is important for both students and teachers because a deeper knowledge about speaking anxiety will help them overcome this issue and raise their awareness about obstacles that hinder the development of EFL students' speaking proficiency.

Research Questions

Anxiety is a factor that affects EFL learners' speaking skills. It is a hulking issue that needs to be examined, bearing in mind the fact that many language learners experience shrivelling levels of anxiety when learning a new language and that language anxiety can cause students to procrastinate language study indefinitely. An understanding of its causes and an investigation of how anxiety affects negatively language learners' speaking proficiency will increase their awareness of this issue and their attempts to find solutions in view of improving speaking proficiency and learners' satisfaction. Accordingly, we pose the following research questions:

Question One

What are the sources of or reasons behind EFL students' speaking anxiety?

Question Two

What is the relationship between learning anxiety and EFL students' levels of speaking proficiency?

The aim of the first question is to demonstrate and explain the actual causes of anxiety that stand behind EFL students' failure to communicate in the target language. As to the second question, it aims at clarifying the impact of learning anxiety on EFL students' levels of speaking proficiency. In an attempt to alleviate EFL learners' speaking anxiety, suggestions for both teachers and students will be exposed.

Research Hypotheses

Lanerfledt (1992, pp.53-54), a speech therapist, describes speaking anxiety as having a great impact on one's own self-confidence since it often makes one experience failure when being unable to speak out and show what one knows. Young (1992) also claims that speaking anxiety might manifest through psycholinguistic factors as distortion sounds, an inability to produce the intonation and rhythm of the language, a freezing when called to perform in the target language, forgetting words or phrases just learned, or simply refusing to speak and remaining in silence. Based on these views and in an attempt to answer the previous research questions, we hypothesize that:

Hypothesis One

Limited vocabulary, inaccurate grammar, lack of fluency and self-confidence, fear of negative evaluation, and fear of making mistakes are some sources of anxiety that might affect EFL students' accuracy and fluency.

Hypothesis Two

There is a significant relationship between EFL students' speaking proficiency and their anxiety levels. High anxiety exerts a negative effect on students' level of speaking proficiency.

Methodology

Study Design

Our research investigates the reasons that stand behind EFL students' speaking anxiety, hence affect their speaking proficiency. It also looks into the correlation of speaking anxiety with EFL students' levels of speaking proficiency, with particular emphasis on fluency, language usage, and pronunciation. Qualitative data from interviews and quantitative data from the TOEFL oral assessment section and the FLCAS were used in this study. Data were collected from two third year Licence Master Doctorate (LMD) groups. We have administered a questionnaire adopted from the FLCAS (Horwitz, Horwitz & Cope, 1986), the TOEFL to all participants in this study to assess the relationship between EFL students' speaking anxiety and their levels of speaking proficiency. Interviews were conducted with 17 subjects and four EFL oral expression teachers.

Instruments

Three data collection instruments were used in this study. They are as follows:

The Foreign Language Classroom Anxiety Scale (FLCAS).

FLCAS was constructed by Horwitz and her colleagues (1986) based on self-reports from students, their own clinical experiences, as well as evidence culled from reviews of similar instruments. The final version of the FLCAS contains 33 items; each employs 5-point Likert-type scale with options ranging from "strongly agree" to "strongly disagree." This instrument measures foreign language learners' levels of anxiety when learning a language in the classroom. A high score obtained through the instrument indicates a high level of foreign language anxiety (FLA). Reliability of the scores obtained from the instrument based on data collected from 108 respondents was quite high with Cronbach's alpha of .93 (Horwitz, 1986).

The Test of English as a Foreign Language (TOEFL).

The Test of English as Foreign Language (TOEFL) consists of four sections: reading, listening, speaking and writing. Since our research is on EFL learners' speaking anxiety, we have used only the speaking section, which tests the ability to speak and interact in English.

The speaking section of the TOEFL test lasts for 20 minutes and consists of six tasks: two independent and four integrated. In the two independent tasks, test-takers answer opinion questions on familiar topics. They are evaluated on their ability to speak spontaneously and to convey their ideas clearly and coherently. In two of the integrated tasks, test-takers read a short passage, listen to an academic course lecture or a conversation about campus life and answer a question by combining appropriate information from the text and the talk. In the two remaining integrated tasks, test-takers listen to an academic course lecture or a conversation about campus life and then respond to a question about what they heard. In the integrated tasks, test-takers are evaluated on their ability to appropriately synthesize and effectively convey information from the reading and listening materials. Test-takers may take notes as they read and listen and may use their notes to help prepare their responses. They are given a short preparation time before they begin speaking. The responses are digitally recorded, sent to the Online Scoring Network (OSN) of the Educational Testing Services (ETS), and evaluated by three to six raters. The TOEFL Internet-Based Test (iBT) is the most widely accepted English language assessment used for admissions purposes in more than 130 countries including the United Kingdom, Canada, Australia, New Zealand and the United States. Since its initial launch in 1964, the TOEFL test has undergone several major revisions motivated by advances in theories of language ability and changes in English teaching practices. The most recent revision, the TOEFL iBT test, was launched in 2005. It contains a number of innovative design features, including the use of integrated tasks that engage

multiple language skills to stimulate language use in academic settings, and the use of test materials that reflect the reading and listening demands of real-world academic environments.

Interviews.

Interviews were conducted with 17 students for 10 minutes each to provide their insights into perceived sources of anxiety and stress in speaking English in the classroom and to get to know what situations they felt anxious in. In addition, interviews were conducted with four oral expression teachers. Each interview lasted approximately 20 minutes and included their opinions about speaking anxiety and different kinds of activities that might help students get rid of their speaking anxiety.

Participants

In this research, participants ($N=60$) were third year EFL students at Chadli Bendjedid University. All of them have studied English for seven years before joining Chadli Bendjedid University. The sample is composed of two groups ($n=30$ each) of randomly selected students. Fifty students were females and ten were males, aged 20 to 35 years old. Our study was conducted during spring 2017.

In addition to students, four oral expression teachers; a female and three males aged 38 to 52 years old; were interviewed. They are permanent teachers at Chadli Bendjedid University.

Limitations of the Study

This study is limited in terms of the small sample size. Also, the short duration of the study was an obstacle while conducting this research.

Organization of the Thesis

The present thesis is organized into five chapters. This first chapter has been dedicated to setting the background for the present thesis. It consists of the introduction, the

statement of the problem, the objectives and significance of the study, the research questions and hypotheses; and the applied methodology (study design, data collection instruments, and participants). It highlights the limitations of the present study and the organization of the thesis.

Chapter two is concerned with the review of the literature related to possible causes and origins of foreign language anxiety and its relation to EFL students' levels of speaking proficiency.

Chapter three introduces the methodology used in the present study. It describes the research setting and sample. It also portrays the research design and methodology, including the instruments used for collecting data (FLCAS, TOEFL, and interviews).

Chapter four strives to analyze both quantitatively and qualitatively the data obtained, attempting as much as possible to answer the questions set out at the onset of this investigation and summarize the important findings.

Finally, the concluding chapter discusses the implications of the study and proposes a number of recommendations for both EFL students and teachers as well as for researchers.

Conclusion

This study seeks to find out the origins of EFL students' speaking anxiety and to measure its impact on their levels of speaking proficiency. Chapter one provided an overview of what this research is about, including the statement of the problem and the significance of the study to both teachers and students as well as to other researchers. This research is both quantitative and qualitative. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Test of English as a Foreign Language (TOEFL) were used to collect data from 60 third year students of English at Chadli Bendjedid University in El-Tarf during the academic year 2016-2017. Interviews were conducted with 17 students among the participants and four oral expression teachers. The limitations of the study were exposed.

This thesis includes five main chapters. The second one treats the review of selected theoretical and empirical literature.

Chapter Two

Literature Review

Introduction

This chapter reviews literature on EFL learners' speaking proficiency in relation with their speaking anxiety. It is divided into three sections. The first section focuses on speaking proficiency, including its definition and types, its importance and aims, its components and levels, the factors affecting EFL learners' speaking proficiency, and the teaching of the speaking skill along with some speaking proficiency tests. The second section deals with anxiety, its broad definition, foreign language speaking anxiety, types of anxiety, the role of anxiety in learning a foreign language, and aspects of anxiety. The third section looks at the relationship between speaking proficiency and speaking anxiety, the sources of foreign language anxiety, the factors that trigger speaking anxiety, and the effects of anxiety on speaking proficiency. This last section also tackles some ways of creating a low speaking anxiety classroom atmosphere.

Definition of Speaking Proficiency

There are two approaches to defining speaking proficiency. The bottom-up approach characterized speaking as the generation of sound-related signs intended to create different verbal reactions in an audience. The top-down approach came to define speaking as a two-way process involving a true communication of ideas, information, or feelings, i.e., the spoken texts are the result of cooperation between at least two interlocutors in a shared time and a mutual physical context. Lately, many reviews of previous research on speaking proficiency have agreed that speaking is an oral product that consists of producing, receiving, and processing information. However, considering the importance of speaking proficiency, EFL learners should establish a notch of linguistic competence and be consistently alert to the sociolinguistic features of the language to speak it instinctively in a given context. As defined by Florez (1999), speaking is “an interactive process of constructing meaning. Both its form

and meaning depend on the context, the participants, their experiences, the environment, and the purpose for speaking” (p.1). Bachman (1990) suggested two main components to oral communicative competence: organizational and pragmatic. Organizational competence includes grammatical (e.g., vocabulary, morphology, syntax) and textual competence (e.g., discourse genres). Pragmatic competence includes the expression of a range of functions efficiently according to the milieu. Besides, Mackey (1978) states that “speaking is the most complex of linguistic skills, since it involves thinking of what is to be said while saying what has been thought” (p.263). For Bygate (1987), “in order to achieve a communicative goal through speaking; there are two facets to take into account: knowledge of the language and skill in using this knowledge” (p.3). Syakur (1987) also views “speaking as a complex skill because, at least, it is concerned with components of pronunciation, grammar, vocabulary and fluency” (p.5). Chastain (1998), from his side, defines speaking as “the process of combining background and linguistic knowledge in order to build an oral message to be conveyed to the intended audience.” Based on these insights, speaking proficiency is characterized as the learner’s capacity to communicate orally, reasonably, easily, and properly in a given setting.

The Importance of the Speaking Skill

For many EFL students, speaking English effectively is a priority. They need this skill for a variety of reasons: to initiate and maintain relationships, to interact with people, etc. It is the skill speakers are judged on while the first impressions are being formed on their level of language proficiency (Hedge, 2000, p.261). Lindsay and Knight (2006, p.58) stated that

We speak for many reasons: to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on Students who speak the target.

language well get many benefits such as being able to pursue advanced studies, to get a job, and to travel abroad. As Baker and Westrup (2003) put it, "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion" (p.5).

Dakowska (2005) claims that "speaking is now the most emphasised skill in the field of foreign language teaching, but unfortunately, it is also recognised as the most difficult one to develop in classroom conditions" (231). In this respect, Ur (2000, p. 120) also states:

Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak

Moreover, Bygate (1987) says: "speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language" (p.2).

Types of Speaking

Brown (2000, p. 271-272) suggested six types of speaking which are all paramount to enhance EFL learners' speaking skills. They are as follows:

Imitative speaking

In imitative speaking, students repeat correctly words, phrases, and sentences while lending great attention to vowel sounds. Imitated speech should include some features of the language as grammar, vocabulary, and lexis with the purpose of constructing a meaningful product that fits the context.

Intensive speaking

Practicing the phonological or the grammatical features of the target language are the main concern of intensive speaking.

Responsive speaking

Responsive speaking is considered short replies to the teacher's and/or peers' questions or comments. However, it is necessary for students to interact in the classroom in small talk, short conversations, or simply through answering the teacher's questions. Here is an example of responsive speaking:

A: How was the lesson?

B: It was very easy.

Transactional dialogue

This type of speaking came as a drawn-out of responsive speaking for the purpose of exchanging information through conversations and dialogues.

Interpersonal dialogue

It helps students to develop their speaking ability through social interaction by using colloquial language, idioms, and slangs.

Extensive monologue

This type is more formal. It prepares students to the advanced level by requiring them to report events, summaries, and stories orally. Vilagran (2008) also provided three types of speaking skills: interactive, partially interactive, and non-interactive. She classified them in table 1.

Table 1:

Types of Speaking

Interactive	Partially Interactive	Non-Interactive
<ul style="list-style-type: none"> ■ Face-to-face conversations ■ Telephone calls ■ We are alternately listening and speaking ■ Chance to ask for clarification, repetition, or slower speech from our conversation partner 	<ul style="list-style-type: none"> ■ Giving a speech to a live audience where the convention is that the audience does not speak. ■ The speaker checks comprehension from the audience's faces 	<ul style="list-style-type: none"> ■ When recording a speech for a radio broadcast ■ Performing in a play ■ Reciting a poem ■ Singing

(Vilagran, 2008)

Levels of Speaking Proficiency

As indicated by Charles (1992), talking capability is divided into four levels, which are as follows:

Novice

The beginner level is revealed by the capacity to impart negligibly in very unsurprising basic everyday circumstances with previously learned words and expressions. The inexperienced level speaker experiences issues speaking with even those acclimated to cooperating with non-local speakers.

Intermediate

It is represented by the ability to consolidate learned components of dialect inventively. The medium level speaker can start, negligibly manage, and close fundamental group errand. The speaker can ask and answer the inquiries and can exchange in discrete sentences and series of sentences on themes that are either personal or related principally to his/her prompt condition.

Advanced

The propelled level is described by the capacity to speak smoothly and in an unmistakably participatory manner. The speaker can achieve a wide assortment of open assignments and can depict and describe occasions in the present, past, and future, sorting out thought, when suitable, into passage - like talk. At this level, the speaker can talk about concrete and verifiable points of individual and open enthusiasm for most unaccustomed to non-local speakers.

Superior

The superior level is described by the capacity to take part adequately in most formal and casual discussions on reasonable, social, expert, and theoretical themes. Utilizing improved

conversation, the speaker can clarify details, speculate on concrete and unique themes, and bolster or safeguard suppositions on questionable matters.

The Components of Speaking Proficiency

The main components of speaking proficiency are grammar, vocabulary, fluency, accuracy, and pronunciation. Developing EFL students' speaking proficiency entails lending attention to these key components.

Grammar

It includes the rules of the language, the study of words' formation, and the structure of phrases and sentences. EFL learners ought to be able to construct full complex sentences, utterances, and subordinate clauses that should be grammatically well structured. According to Thornbury (2005, p. 220), the main characteristics of spoken grammar are as follows: (1) the clause is the basic unit of construction, (2) clauses are usually added (co-ordinate), (3) head+ body+ tail construction, (4) preference for direct speech, (5) a lot of ellipses, (6) many tag questions, and (6) performance effects (hesitation, repetition, false starts, incomplete syntactic blends).

Fluency

Most EFL learners' aim to be fluent speakers. Fluency is one of the aspects of speaking proficiency. It requires them to carry on a conversation smoothly with coherent linked words without making any mistakes. Hedge (2000) states that "the term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation" (p.54). Also, Hughes (2002) defines fluency as "the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest" (p.80).

Accuracy

Accuracy in second or foreign language learning contexts refers to how well students produce the target language. Accuracy requires them to produce it carefully and precisely. Therefore, EFL students should be aware of the grammatical structures, the vocabulary use and pronunciation. According to Harmer (2001) “accuracy involves the correct use of vocabulary, grammar and pronunciation” (p.104). Skehan (1996, p.23) states that accuracy is “how well one’s speech is produced in relation to the rule system of the target language” (as cited in Ellis & Barkhuizen, 2005, p.139).

Vocabulary

It is one of the most important aspects of the speaking skill. EFL students should have a good background vocabulary so that they can choose the appropriate words when expressing their thoughts and be able to communicate effectively in a given context. In this respect, Harmer (2001) states that “the knowledge of the word classes also allows speakers to perform well formed utterances ”

Pronunciation:

Pronunciation is key for EFL students to produce a clear speech. It is defined as follows:

Pronunciation (also known as phonology) includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as supra segmental features such as stress, rhythm, and intonation. It manages the phonological procedure that alludes to the part of a linguistic use made up of the components and rule that decide how sounds differ and design in a dialect (Richards et al, 2002, p.175).

Hedge (2000) also suggested components of language proficiency, which are paramount for communicative ability. These components are introduced in table 2.

Table 2:

*Significant Implications of Communicative Language Ability for Teaching and Learning***Linguistic competence:**

- to achieve accuracy in the grammatical forms of the language.
- to pronounce the forms accurately.
- to use stress, rhythm, and intonation to express meaning.
- to learn the script and spelling rules.
- to achieve accuracy in syntax and word formation.

Pragmatic competence:

- to learn the relationship between grammatical forms and functions.
- to use stress and intonation to express attitude and emotion.
- to learn a scale of formality.
- to understand and use pragmatic rules of language.
- to select language forms appropriate to topic, listener, etc.

Discourse competence:

- to take longer turns, use discourse markers, and open and close conversations.
- to appreciate and be able to produce contextualized written texts in a variety of genres.
- to be able to use cohesive devices in reading and writing texts.
- to be able to cope with authentic texts.

Strategic competence:

- to be able to take risks in using both spoken and written language.
- to use a range of communication strategies.
- to learn the language needed to engage in some of these strategies, e.g. 'What do you call a thing, that/person who...'

Fluency:

- to deal with the information gap of real discourse.
- to process language and respond appropriately with a degree of ease.
- to be able to respond with reasonable speed in 'real time.'

(Hedge, 2000, p.56)

Moreover, many scholars as Bachman (1990, p.87), Canale and Swain (1980, pp. 1-47), Hymes (1971), Littlewood (1994, p.6), and Savignon (1983, p.9) were also interested in the development of the notion of communicative competence, and according to them it consists of four areas:

- **Linguistic/grammar competence:** the knowledge of grammar rules, lexis, syntax, phonetics and vocabulary of the target language and the ability to use them.
- **Sociolinguistic/pragmatic competence:** the knowledge of how to express messages in accordance with the relationship between the speaker, the listener, the topic, and the setting.
- **Discourse competence:** the ability to understand the context and to know how to link utterances of language to make coherent, thorough, and meaningful texts.
- **Strategic competence:** the ability to manage difficulties that may arise in communication.

Based on the communicative competence model, Scarcella and Oxford (1992, p.154)

sum up the skills underpinning speaking competence in figure 1.

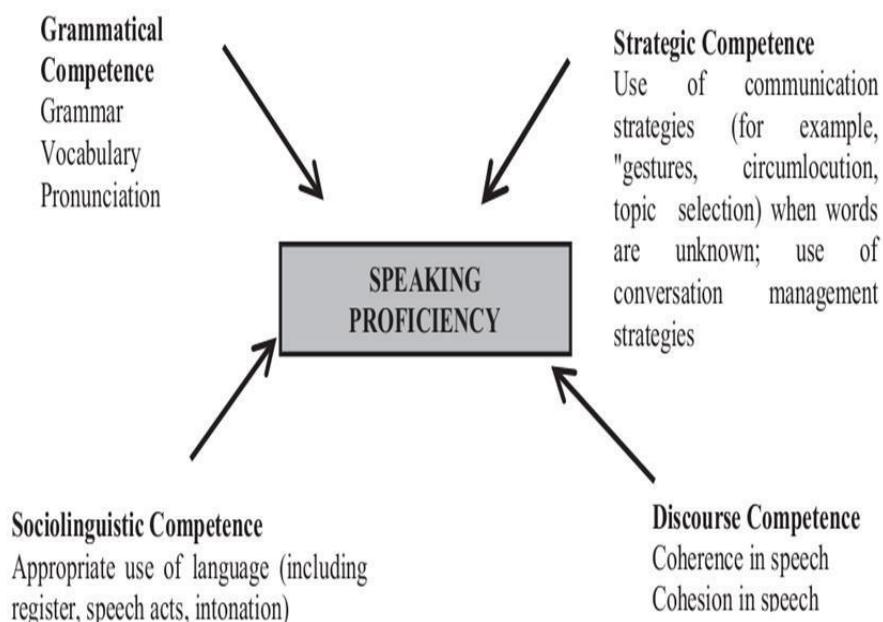


Figure 1. Skills Underlying Speaking Proficiency

Factors Affecting EFL Students' Speaking Skills

Most EFL students seek to become fluent speakers through the mastery of the four language skills: listening, reading, speaking and writing. However, being knowledgeable about the aspects of the target language does not guarantee that learners are going to produce it fluently and this is due to some factors that hinder their speaking proficiency. In light of this fact, many scholars have tried to identify the factors that highly affect EFL learners' speaking proficiency and impede them from improving their speaking skills. These factors are as follows:

Cognitive Factors

Levelt (1989) states that the speaking process includes conceptualization, formulation, and articulation. The first one requires students to choose the appropriate expressions to convey meaning. The second one, formulation, calls for students to master the grammatical structures so that they can produce the target language appropriately. The last one, which is articulation, requires students to use their articulatory organs in order to pronounce the target language correctly and effectively. Nevertheless, it is obvious that acquiring the three elements at the same time will cause EFL students to make mistakes. Thus, Hughes (2002) argues that students' speaking is filled with hesitation, false-starts, grammatical inaccuracies, as well as limited vocabulary. Consequently, it is not easy for them to focus on everything concurrently. As Skehan and Foster (1999) stated: "putting too much emphasis on accuracy may cause the lack of fluency, and too much stress on fluency may lead to the lack of accuracy"

Linguistic Factors

Linguistic factors include numerous topographies such as grammar, vocabulary, and pronunciation. Grammar is key for EFL learners to master the structure of the language. Yet, the accurate use of grammar is to know how to use it in conveying meaning in a given

context. Larsen-Freeman (2001, pp.34-41) states that "it is rather difficult for EFL learners to transfer the correct grammar to their speaking." In addition to grammar, vocabulary is a crucial element for EFL learners. They are required to learn and remember vocabulary items for a long term so that they can communicate effectively. Nation (2001) states that if the receptive vocabulary is rather limited, learners can hardly put the "receptive vocabulary knowledge into productive use" (p. 129). Moreover, the ability to remember words may cover speaking fluency (Carter, 2001; Levelt, 1989). Another important element is pronunciation. EFL learners should pay attention to their pronunciation, including the use of the stress and intonation in English in order not to be misunderstood by others. Saunders and O'Brien (2006) stated that "the correct use of language form is important for learners' oral proficiency"

Affective Factors

According to Oxford (1990), the affective side of the learner is probably the most important aspect that influences the success or failure of language learning. Anxiety, self-confidence and motivation, as Krashen (1982) states, are the most common affective variables that have been related to success in second language acquisition. According to Arnold and Brown (1999), anxiety is the affective factor that most pervasively obstructs the learning process (p.8). Being anxious or worried while speaking is the biggest nightmare that most EFL students face. "Too much nervousness makes learners tongue-tied or lost for words" (Shumin, 2002, p. 206). In harmony with that, students should be motivated in order to be more confident, hence, to improve their speaking skills. Olson (1997) claims that "motivation is probably the most important factor that educators can target in order to improve learning."

The Aptitude of Listening

EFL learners cannot produce the target language without receiving/hearing it firstly. Listening and speaking are interrelated skills in that students should understand what is said in order to carry a fruitful argument.

According to Doff (1998) “speaking skills cannot be developed unless we develop listening skills” be developed unless we develop listening skills.” Indeed, every speaker is both a listener and a speaker. Thus, the one who cannot understand what is said will never be able to respond.

Socio-Cultural Factors

Choosing the appropriate expressions in particular situations is the most problematic task for EFL learners and it is frequently due to the interference of their own cultural standards as well as their lack of the mastery of the nonverbal communication system of the target language. This leads them to the misinterpretation of the nonverbal messages that vary from culture to culture (Shumin, 1997, p. 8). Hence, EFL students are required to know the culture of the target language along with its linguistic systems, especially in certain social contexts.

From another perspective, many researchers such as Avery and Ehrlich (1992), Baker (2006), and Brown (2010) agree that pronunciation is affected by other factors like “age, socio- psychological factors, amount of exposure to the second language (L2), amount of use of the L2, the native language together with universals, and personality” (Brown, 2010, p. 4). Brown (2010) provided table 3 to sum-up these factors.

Teaching the Speaking Skill

One of the hurdles EFL students face while learning speaking is the inconsistency between class materials and courses. Further, some students lack the desire to speak because of their shyness and low confidence levels, but there is no guaranteed solution for teachers to overcome such problems (Chastain, 1988). Indeed, many teachers find difficulties in simplifying classroom circumstances for authentic practice of speaking. Teachers should use many English speaking activities to motivate learners to study and speak English and they

should improve the classroom learning environment (Oradee, 2012). Also, they should bear in mind learners' interests and needs. According to Derakhshan et al. (2015), learners should take part in oral activities to learn to spontaneously exchange their thoughts.

Table 3:

Factors Affecting the Learning of Pronunciation

Factor	Description
Age	Adults learning Vs. Children learning: "Adults' greater cognitive abilities (especially analytic abilities) are less effective in learning a new pronunciation than the more natural abilities found in young children" Brown (2010, p. 6).
Personality	Outgoing learners Vs. introverted shy learners.
Socio-psychological	Native culture attachment of learners (conflict between English and his/her native language (culture)).
Native-language background and linguistic universals	Similarities between a native language and English can either facilitate or hinder learning.
Amount of exposure	Students who have spent three years in the US will pronounce English better than those who have spent three months. Similarly, students who use English a great deal in their daily activities are likely to pronounce the language better than those who rarely use it.

(Brown, 2010)

The Role of the Teacher

According to Byrne (1997, p.2), teachers need to know and understand their roles in teaching speaking. They have specific roles at different stages, as follows:

The presentation stage. When teachers introduce something new to be learned, they play the role of informants.

The practice stage. When teachers allow learners to work under their guidance, they play the role of conductors and monitors.

The production stage. When teachers give learners the opportunity to work on their own.

Besides these three roles, there is another key role that cuts across them, namely teachers as motivators. Teachers must be able to motivate their students in order to arouse their interest and involve them in classroom activities. There are some factors that determine teachers' ability to motivate their students, namely their performance (the mastery of teaching skills, the selection and presentation of topics and activities, and the teacher's personality).

According to Harmer (2001), in order to increase classroom interaction and help learners improve their speaking skills, a teacher should be controller, organizer, assessor, prompter, participant, resource, tutor, and observer. These roles were classified according to Harmer (2001, pp.57-62) in table 4.

Characteristics of Successful Speaking Activities

Decades ago, many researchers conducted the issue of teaching English as a foreign language that appeared through many approaches such as grammar translation method, direct method, audio-lingual method, total physical response, communicative approach and eclectic approach. They were so helpful for teacher to choose the best one that fits their students' needs, the coming activities are some the most strongly supported by many researchers, which are as follows:

Table 4:

Teachers' Roles and Responsibilities

Role	Feature
Controller	The teacher takes charge of the whole class and activities by taking the roll, telling students instructions, organizing drills, reading aloud, and manifesting the teacher-fronted approach.
Assessor	Provides students with feedback regarding their performance and grades them in distinct ways.
Corrector	Offers students correction of their linguistic errors while assessing their language learning competence.
Organizer	Organizes students to work on classroom activities.
Prompter	Prompts students so that they can proceed with learning procedure.
Resource	Acts as students' reliable resource when they encounter difficulties.
Participant	Participates in students' classroom activities.
Tutor	Works with students individually or in small groups if they undertake challenging learning programs.
Observer	Observes students' performance to offer them individual/group feedback.

(Harmer, 2001, pp.57-62)

The use of authentic materials.

The researcher provides authentic materials to the learners. A newspaper can be one of the best forms of this kind of material. It contains write-ups which are based on reality. Reading a newspaper, 'provides them with an opportunity to study language, as it is used in a real context....' (Freeman D.L., *Techniques and Principles in Language Teaching, Psycholinguistics & Language Teaching Methodology*). In this way the students can apply to the outside world whatever they have learnt in the classroom. This also provides an opportunity to 'expose students to natural language in a variety of situations....' (Freeman D.L. *Techniques and Principles of Language Teaching*). The whole activity encourages

students to put their own thoughts into words. They share ideas amongst each other. They constantly receive a feedback from their listeners. The learners act, both as speakers and listeners simultaneously. The teacher acts as a co-communicator during the activity. A real communication takes place in this activity, as there is an information gap, which the interactants cover. The communicative intent is provided by the urge to know. Sharing of ideas provides an opportunity to make a real use of language as each person is unaware of what the other will say.

Role-play.

According to Tatayama (1998), role-play is a part of activity derived by various approaches to languages. He also mentioned that it is vital to improve learners' comprehension and production system and their ability would be cooperate socio-pragmatic and pragma-linguistic knowledge in interaction. Role-play is one of the methods that enable learners to improve a range of real life spoken language in the classroom (Cook, 2001). For example, a teacher chooses a conversation from a book and after repeating aloud with students, teacher asked some students to be volunteers in role-play. This activity can help students to overcome their shyness, fears and anxiety. Learners can listen and practice phrases that are used in speech acts (Celce-Murica, 2001).

Videos.

Çakır (2006) found that video materials have improved due to increasing the quality of speaking ability. According to an investigation by Rice & Woodsmall (1988), the video markedly raise learners' lexical grammar. The effectiveness of video depends on students' age and interest in specific context (Silverman & Hines, 2009).

Flashcards.

As highlighted by Palka (1988), flashcards have significant effect not only on learning vocabulary but also on learning sentences structures, tenses and phrasal verbs.

Meanwhile, Brown (2000) claims that learners usually cope with new words by flash cards and most learners try to use them to review it afterwards.

Graphs.

Graphs “serve as representation of real observation and as analytic tools for detecting underlying patterns which in turn inform the observer and the learner about phenomena (the target) under investigation” (Leinhardt, Zaslavsky, & Stein, 1990, p. 20). Traditional views consider graphing as intelligence manifested in students' minds (Lynch, 1992). Another way to improve learners' presentation is to utilize videos, graphs and flash cards (Pesce, 2013). Also using flash cards has appropriate effects on young learners (Kayi, 2006). Besides, using pictures has vital rules in learning grammars on learner speaking ability (Ghapanchi & Sabouri, 2013).

The language games.

The researcher uses the technique of language games. The language games that are truly communicative according to Morrow (Johnson and Morrow, 1981) have the three features of communication: information gap, choice and feedback. The researcher divides the class into two groups: A & B. The students of group A teach the students of group B topics, already assigned to them. The topics may be tasks like preparing reports on weather, living conditions in rural areas, current problems faced by citizens in urban areas etc. The students of group B later on give feedback. This game allows the students to use vocabulary which is of wide range. They learn how to mould their ideas into words.

The picture strip story.

In this technique one of students holds the picture-strip and shows the first picture to the rest of the students and asks them to predict what the second picture will be like. The students are then shown the second picture, they compare it with their own prediction and on the basis of the second picture they develop the story further. They are then asked about how

the third picture will be like, so on and so forth. This game allows the students to have a choice of words as well as of ideas, as they make prediction from their own minds. They also receive a constant feedback. As the strip unfolds, they proceed towards the end of story.

The scrambled sentences.

The researcher gives the students a short story with scrambled sentences. The students are asked to unscramble them. Putting sentences in the right sequence gives them a real understanding of the language. Every individual comes to know about his own shortcomings.

Ur (1999, p.120) also, as an attempt to help teachers identify the appropriate activity for speaking, has suggested the following features of an effective speaking activity:

- **Learners talk a lot**

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

- **Participation is even**

Classroom discussion is not dominated by a minority of talkative participants: All get a chance to speak, and contributions are fairly evenly distributed.

- **Motivation is high**

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

- **Language is of an acceptable level**

Learners express themselves in utterance that is relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Students' Speaking Problems

According to Ur (1996, p. 121), there are some problems faced by the learners in speaking activities. The problems include inhibition, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts. Bowman et al. (1989, p.40) also argued that in teaching speaking, teachers usually ask their learners to express themselves in front of the whole class, the fact that make them experience what is called “ stress “ while practicing some speaking activities.

Nothing to Say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express them -selves beyond the guilty feeling that they should be speaking. Along with this issue, Rivers (1968) writes “The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language”(p.192). Thus, teachers should provide themes that are familiar to their students in order to overcome this issue.

Low or Uneven Participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

The Use of Mother Tongue

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language. According to Baker and Westrup (2003) “Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (p.12). This is a serious problem that prevents EFL students from achieving their speaking proficiency.

Suggested Solutions for Students' Speaking Problems

There are some solutions which can be selected to overcome the problems in speaking activity (Ur, 1996, pp.121-122). These are:

Use Group Work

This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full -class -set up.

Base the Activity on Easy Language

In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of

hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

Make a Careful Choice of Topic and Task to Stimulate Interest

On the whole, the clearer the purpose of the discussion is the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

Give Some Instruction or Training in Discussion Skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

Keep Students Speaking the Target Language

Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

Speaking Proficiency Tests

Many international institutions now ask their prospective students, workers, researchers or language assistants to certify their level of English by means of widely recognized certificates.

This section introduces some common international tests. The Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Cambridge ESOL Examinations, and the Educational Services Overseas Limited (Cambridge ESOL) are the most popular English tests globally. However, many others also enjoy a high degree of international recognition, such as Trinity College London Exams, Graded Examinations in Spoken English (GESE), Independent Security Evaluator (ISE), Spoken English for Work (SEW), Pearson Tests of English (PTE) and the International Test of English Proficiency (iTEP).

Most of these tests measure the ability of non-native speakers to understand and use English in real-life settings by examining their competence to understand and produce written and spoken English. Examinees are generally given an overall mark according to their level of performance on the whole range of tasks included in the tests. The majority of tests which assess the four skills tend to apply broadly the same weighting to each skill, with the weighting of the spoken component at around 20 per cent or 25 per cent of the overall mark. Thus, no special relevance is given to the speaking skill. In contrast, some language exams have been specifically designed to assess oral skills, such as the Trinity College London Graded Examinations in Spoken English (GESE), which measure the candidate's proficiency in speaking and listening, the Test of Spoken English (TSE) normally used for employment, graduate assistantships and certification purposes, taking into account the ability of non-native speakers to communicate orally, and the Spoken English for Work (SEW), which assesses a candidate's oral skills in a working environment. In these exams, the spoken element constitutes the whole of the final mark.

Table 5 gathers together the most prominent types of speaking activities used in English proficiency tests. As can be seen, all these tests follow a similar pattern and the nature of the speaking skills do not show remarkable differences.

Table 5:

Types of Oral Tasks in English Tests

Cambridge ESOL Exams	TOEFL	IELTS	Trinity College London Exams	Pearson Tests of English General	The International Test of English Proficiency (ITEP)
- Interview	- Topic	- Introduction	- Introductory	-Sustained	- Short Question-
- Individual long	discussion (2	and interview	conversation	monologue	Answer task
turn based	on a tasks)	- Individual	- Topic	- Topic	- Topic discussion
descriptive	task - Spoken	long turn	discussion	discussion	(Expressing
(photo)	tasks based	- Two-way	- Interactive	- Picture	opinions on an
- Interactive task	on short	topic	task	description	issue of two sides)
(pictures)	readings,	discussion	- Telephone	- Role play	
-Topic	lectures, and		task (SEW)		
discussion	conversations				
	(4 tasks)				

Insights into the TOEFL Test**Test Purpose**

The purpose of the TOEFL iBT test is to evaluate the English proficiency of people whose native language is not English. The TOEFL iBT scores are primarily used as a measure of the ability of international students to use English in an academic environment. To quote the original TOEFL ® framework document (Jamieson, Jones, Kirsch, Mosenthal, & Taylor, 2000, pp.10–11): “The purpose of the ... test will be to measure the communicative language ability of people whose first language is not English ... The test will measure examinees’ English-language proficiency in situations and tasks reflective of university life ... ” where instruction is conducted in English.

Test Structure

As Table 6 illustrates, each test form includes four sections: Reading, Listening, Speaking and Writing. Each section is scored on a scale of 0–30, resulting in a total score of 120. The test takes about 4 hours to complete. Detailed description of the content of each section follows.

Table 6:

The Structure of the TOEFL iBT Test

Section	Number of Items/Tasks	Testing time	Score Scale
Reading	36-70	60-100 minutes	0-30
Listening	34-51	60-90 minutes	0-30
Break	/	10 minutes	/
Speaking	6 tasks	20 minutes	0-30
Writing	2 tasks	50 minutes	0-30
Total	/	Approximately 4 hours	0-120

Test Content

Reading.

The Reading section measures test takers' ability to understand university-level academic texts. TOEFL test takers read 3–5 passages of approximately 700 words each and answer 12–14 questions about each passage. The passages contain all of the information needed to answer the questions; they require no special background knowledge. The questions are mainly intended to assess the test taker's ability to comprehend factual information, infer information from the passage, understand vocabulary in context, and understand the author's purpose. These questions are multiple-choice questions with a single correct answer. Other types of questions are to assess the test taker's ability to recognize relationships among facts and ideas in different parts of a passage. These questions have more

than four choices and more than one answer, allowing for partial-credit scores.

Listening.

The Listening section measures test takers' ability to understand spoken English in an academic setting. Test takers listen to 4–6 lectures, each 3–5 minutes long, and listen to 2–3 conversations, each about 3 minutes long. The questions are intended to assess test takers' ability to: understand main ideas or important details; recognize a speaker's attitude or function; understand the organization of the information presented; understand relationships between the ideas presented; and make inferences or connections among pieces of information. Listening questions are mostly multiple-choice questions with a single correct answer, and some questions have more than one answer, allowing for partial-credit scores.

Writing.

The Writing section measures test takers' ability to write in an academic environment and includes two tasks ; one independent and one integrated. Independent Writing Task, for this task, test takers receive no oral or written stimulus materials; instead, they respond to a relatively general question that allows them to tap their own knowledge and experience. They must write an essay that states, explains, and supports their opinion on an issue, and must develop support for their opinions rather than simply listing personal preferences or choices.

Integrated writing task.

In this task, test takers first read a passage; then they listen to a lecture that takes a position that is somehow different from the position presented in the reading passage. Test takers must then, in connected English prose, write a summary of the important points in the lecture and explain how these points relate to those in the reading passage. For both the Speaking and the Writing sections, test developers carefully design integrated tasks to ensure that a successful response will consider information from both the listening and reading materials.

Speaking.

The Speaking section, which is the focal part in our study, measures test takers' ability to speak English effectively in educational environments, both inside and outside of the classroom. The Speaking section consists of six tasks: Two of these tasks are independent; that is, test takers receive no oral or written test materials. In this task, test takers respond to a relatively general question on a familiar topic. The other four tasks assess integrated skills. In two of these tasks, test takers respond to both an oral and a written stimulus; in the other two integrated tasks, they respond to an oral stimulus. The tasks follow this format:

Independent speaking tasks.

For these two questions, test materials are designed so as not to constrain examinee responses. In one task, test takers respond to a question concerning a personal preference. In the other task, they answer a question that asks them to make a choice.

Four integrated speaking tasks.

These tasks assess integrated skills, requiring test takers to respond orally both to oral and to written stimuli. The types of integrated tasks are as follows:

- Read/Listen/Speak (Campus situation). Test takers read a passage, listen to a speaker express an opinion about the passage topic, and then give an oral summary of the speaker's opinion.
- Read/Listen/Speak (Academic course topic). Test takers read a passage that broadly defines a term, process, or idea from an academic subject. They then listen to a lecture that provides specific examples to illustrate the term, process, or idea expressed in the reading passage. Test takers then respond orally, combining and conveying important information from both the reading passage and the lecture.
- Listen/Speak (Campus situation). Test takers listen to a conversation about a

student-related problem and two possible solutions. Test takers must demonstrate understanding of the problem and orally express an opinion about the best way to solve it.

- Listen/Speak (Academic course topic). Test takers listen to an excerpt from a lecture that explains a term or concept and gives concrete examples to illustrate it. Test takers must then orally summarize the lecture and demonstrate their understanding of how the examples relate to the overall topic.

This research focuses only on the speaking section of the TOEFL test.

Definition of Anxiety

Anxiety is one of the most prominent and pervasive emotions. It is a feeling of uneasy suspense, the tense anticipation of a threatening but obscure event. It is a negative affect so closely related to fear that in many circumstances the two terms are used interchangeably; like anxiety, fear also is a combination of tension and unpleasant anticipation. However, distinctions can be made between the causes, duration, and maintenance of fear and of anxiety.

Anxiety is such a complex issue that researchers have been unable to agree on a concise definition (Zhanibek, 2001). In another definition, it has been called “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983 as cited in Horwitz et al., p. 27). Also, Horwitz (2001) defined anxiety as “perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education” (p.113). The definitions of anxiety that have been proposed by several scholars have some common characteristics: the state of apprehension, fear, tension and feelings of uneasiness.

Ehrman (1996) states that these characteristics are associated with individuals' negative evaluations of their actions. For some reason, they become failure oriented, feel inhibited and avoid performing tasks such as doing homework, taking an exam and even speaking in class.

In some cases, people may feel anxious in specific situations or they may experience anxiety in every stage of the learning process.

Foreign Language Anxiety

Language is a way of communication between people in which they can express their feelings. In foreign language, students asked to show it with oral language. Speaking is the act of employing the acquired linguistic and background knowledge in constructing oral utterances and expressions when interacting with other people. Since speaking is a very important skill, most of the learners are often worried about their abilities to use the foreign language especially in situations where they are asked to speak. Thus, they experience a type of fear called speech anxiety. For students in speaking class, most of them feel anxious or nervous when they perform in front of class. Because to perform with, or in front of other people is obviously not the same as when no one else is present. It can make them unable to perform well. Learners who feel anxious in their foreign language learning may find their study less enjoyable.

Researchers provide different definitions to speech anxiety. Kanar (2011) defines speech anxiety as “a stress that results from having to speak in front of a group” (p. 292). Ayres, Hopt and Peterson (n.d.) relate speech anxiety with “the delivering of speech or the fear or anxiety associated with anticipating the delivery of a speech” (p. 69).

Horwitz, Horwitz, and Cope (1986) pointed out that, since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great

difficulties for the anxious student. Speaking anxiety is something that has a great impact on one's self confidence since it often makes one experience failure when not being able to speak out and show what one knows. In a research, many learners are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in large classes in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged.

Psychological and affective factors include culture shock, previous negative social or political experiences, lack of motivation, anxiety or shyness in class, especially if their previous learning were negative.

Types of Language Anxiety

Many researchers have distinguished between different types of anxiety. Spielberger (1973) recognized two types of anxiety: trait and state. Drawing upon the work done by Spielberger (1973) and by MacIntyre and Gardner (1989) there is another type of anxiety that is situation specific anxiety. Consequently, the majority of the researchers indicate to three types of anxiety: trait, state, and situation-specific anxiety.

Trait Anxiety

Trait anxiety is defined as an individual's anxiety proneness as a reaction to almost every situation (Phillips, 1992). Research has shown that trait anxiety negatively affects people's memory and other cognitive features (MacIntyre & Gardner, 1991).

According to Scovel (1978), trait anxiety is defined as "a more permanent predisposition to be anxious". Based on this definition, it seems that students who suffer from trait anxiety tend to be anxious all the times and whatever the situation is. Therefore, different researchers believe that trait anxiety is a characteristic of one's personality. For instance, Spielberger (1983) considers trait anxiety as "a stable feature of personality"

State Anxiety

State anxiety is a temporary anxiety that learners may experience at a transient moment of time as a result of specific conditions or stimulus such as an important test. Unlike trait anxiety, state anxiety is not permanent, and it diminishes over time.

Young (1991) emphasizes that it is not a permanent feature, and it is a reaction that is triggered by the conditions of a particular situation. Also, Spielberger (1966) defines state anxiety as a “transitory state or condition of the organism that varies in intensity and fluctuates over time” (p.12).

Situation-Specific

Situation-specific anxiety “can be seen as trait anxiety limited to a given context” (MacIntyre & Gardner, 1991). It may be stable over time but inconsistent with various situations. This type of anxiety is intrigued by a specific situation or event over time, such as taking a test, public speaking, class participation, talking with a foreigner in a foreign language, solving physical problem. Because of the features of situation-specific anxiety, MacIntyre and Gardner (1991) suggest that “foreign language anxiety should be studied with situation-specific measures”. According to Horwitz et al. (1986) foreign language classroom anxiety is a typical situation-specific anxiety.

In sum, trait and situation-specific anxiety are permanent types of anxiety in which trait anxiety is considered as a feature of one's character which is experienced in any situation while situation-specific anxiety occurs within a specific situation. However, state anxiety is a temporary anxiety that occurs in a specific moment of time and decreases over time.

Levels of Anxiety

Mild anxiety

Mild anxiety is a feeling that something is different and requires special attention.

Increased sensory stimulation and helps the individual focus of attention for learning, doing, solving problems, feel, and protect themselves. Mild anxiety associated with the tension of everyday life events. At this level of perception of land to widen and individuals will be cautious and vigilant.

Physiological response

- Occasional shortness of breath
- Pulse and blood pressure increase
- Mild symptoms of the stomach
- Wrinkled face and lips tremble
- Mild muscle strain
- Relaxed or less anxious

Cognitive response

- Able to accept that complex excitatory
- Concentrate on the problem
- Solve problems effectively
- Little sense of failure
- Be alert and pay attention to many things
- Look calm and confident
- Optimal learning rate

Behavioral and Emotional Response

- Unable to sit still
- Fine tremor of the hands
- Voice sometimes rising
- A little impatient
- Activity tends to be alone

Moderate anxiety

Moderate anxiety is a disturbing feeling that something really different, people become nervous or agitated. For example, a woman visiting her mother for the first time in several months and feel that there is something very different. Mom said that the weight down a lot without trying to reduce it. At this level of land decreases the perception of the environment, individuals are more focused on the important thing was to the exclusion of anything else.

Physiological responses

- Intermediate muscle tension
- Vital signs improved
- Pupillary dilation, began to sweat
- Often paced, slapped hands
- Sound change: a shaky voice, high voice
- Increased alertness and tension
- Frequent urination, headaches, sleep pattern changes, back pain

Cognitive response

- Field perception of declining
- No attention is selectively
- The focus of the stimulus increases
- Decreased attention span
- Decreased problem-solving
- Learning takes place by focusing

Behavioral and emotional responses

- uncomfortable
- sensitive
- Confidence shaken
- Unconsciousness

- excited

Severe anxiety

Severe anxiety is experienced when an individual believes that there is something different and there is a threat: it shows the response of fear and distress. When individuals reach the highest level of anxiety, severe panic, all rational thinking stops and the individual is experiencing the fight, flight, the need to go as soon as possible, remain in place and fight, or be frozen or can not do anything.

Physiological responses

- Severe muscle tension
- hyperventilation
- Poor eye contact
- Transpiration increased
- Fast talking, high-tone
- Aimless and haphazard actions
- jaw tightened
- The need for increased space
- Pacing, yelling
- Wringing hands, shaking

Cognitive response

- Limited field of perception
- Fragmented thought processes
- It's hard to think
- Poor problem-solving
- Unable to consider the information
- Just watch the threat
- Preoccupied with a mind of its own

- Egocentric

Behavioral and emotional responses

- very anxious
- agitation
- fear
- confused
- Feeling inadequate
- withdraw
- denial
- want to be free

The Role of Anxiety in Learning a Foreign Language

Generally, most people have such idea that anxiety is not a good thing whether in a foreign language or other subjects anxiety harms learners performance, but it is truly debilitating. Some researchers reported that anxiety is not only a debilitating factor; it can also be facilitating. Depending on that they make a distinction between those two kinds of anxiety.

Facilitating Anxiety

Anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety –producing situation. As the name suggests, facilitating anxiety is a kind of anxiety that helps learners to improve learning and performance. (Scovel as cited in Horwitz & Young, 1991, p.22) claimed that:

We all know that sometimes we find it difficult to produce our best if we know that success is virtually guaranteed, if there is no reason to be at all anxious about the possibility of failure. So, we may do better because of anxiety; it is a way to improve one's level and to increase motivation within students to study harder. Facilitating anxiety motivates the student to 'fight' the new learning task and prepares the student emotionally to approach the learning task as a challenge

An example given for facilitating anxiety is in the case where learners feel they are in competition with one another; this kind of anxiety sometimes motivated them to study harder and to improve their levels. So, anxiety is a positive factor that keeps one poised, alert and just slightly unbalanced to the point that one cannot relax entirely.

Debilitating Anxiety

In language learning, debilitating anxiety is associated with poor learning and performance, here anxiety impedes the language learning process. This may appear strongly in speaking a foreign language, the more anxious learners are, the less likely they are to do well at speech skills, so anxiety cause bad performance. Debilitating anxiety, however, motivates the student to 'flee' the new learning task and stimulates the individual emotionally to adopt avoidance behaviour (Scovel in Horwitz and Young, 1991, p.22). Also, it has been proposed that facilitating anxiety and debilitating anxiety may function together (Scovel, 1978).

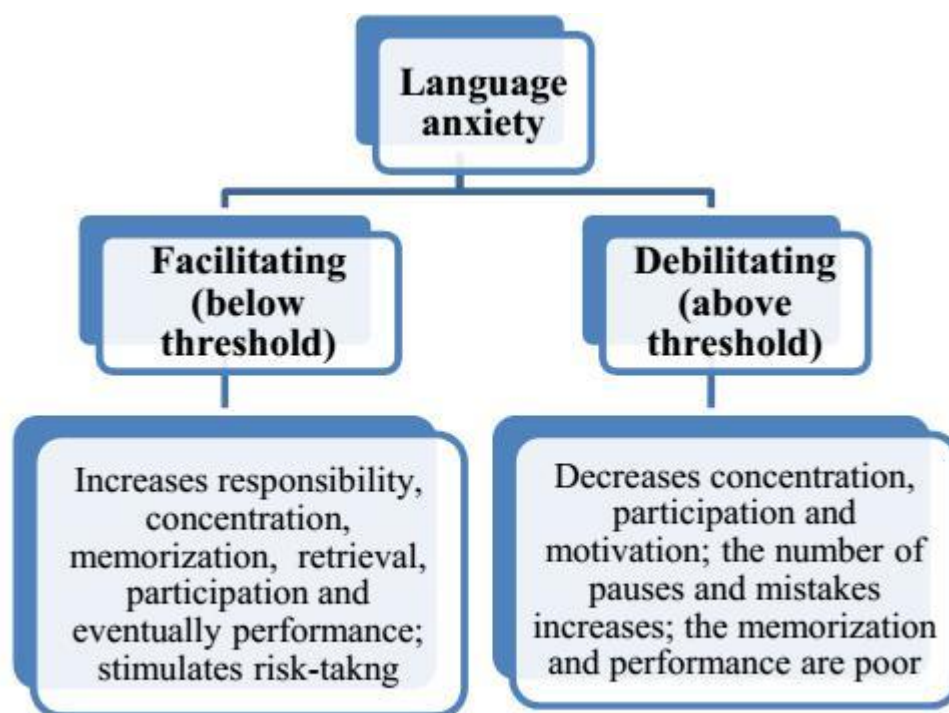


Figure 2. *The Role of Language Anxiety*

A distinction has been made between facilitating anxiety and debilitating anxiety by other approaches (Alpert & Haber, 1960; Kleinmann, 1977; Scovel, 1978). Facilitating anxiety, as the name suggests, is thought to be a kind of anxiety that improves learning and performance. Early research suggested that different quantities of facilitating anxiety and debilitating anxiety may be present in the same individual at the same time: Alpert and Haber (1960) asserted that "an individual may possess a large amount of both anxieties, or of one but not the other, or of none of either" (p. 213).

Aspects of Anxiety

There are specific aspects that show whether students feel anxious or not. Those aspects may appear from the students' reactions when speaking in front of others. Young (1991) described anxious students' reactions as distortion of sounds, inability to produce the right intonation and rhythm of the language, freezing up when called to perform and forgetting words or phrases just learned or simply refusing to speak and remaining silent. In addition, some students may have their hearts beating strongly because of their fear; others feel shy and sweat when it comes to speak in front of others they may be apprehensive about not being able to control what is happening in communicative activities and feel that others are often evaluating their interventions.

Speaking Anxiety

Anxiety is explained as a sort of fear that is manifested by visual signs. Speaking anxiety is defined as a fear of expressing oneself orally which can be recognized by the physiological signs. It is most likely that these signs can obstruct and inhibit one's ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process.

Speech therapist Lanerfeldt (1992, pp.53-54) describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration,

stumbling and an inability to act are a few symptoms that block one's capacity to act and speak. Lanerfeldt explains that this issue often turns into a vicious circle because one bad experience from speaking often becomes a reminder when the next opportunity arises. If a student with speaking anxiety experiences failure, he or she will rather remain quiet than take the risk of failing again. This situation drags them into a silence that becomes more and more difficult to break since it contributes to a role as "the quiet one" in class. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing. Lightbown and Spada (1999) also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension. Lightbown and Spada (1999) claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student's learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

The Relationship Between Speaking Proficiency and Speaking Anxiety

Anxiety is accounted as an affective factor that hinders foreign language learners' performance. Students' foreign language competence is represented by their production of the input of this foreign language i.e. their production shows their level of competence. It seems that anxiety affects students' speaking skill because of its negative impact on their performance. Chang, Horwitz, and Schallert (1991) report that "speaking is the most anxiety provoking aspect in a second language learning situation" (as cited in Tsiprakides, 2009, p.40). This means that speaking a foreign language generates learners' anxiety. The reason that makes speaking as the most anxiety provoking is the nature of its activities. As it is stated by Hedge that these activities of speaking need much effort from students and teachers

since they tend to be so sentimental. As stated by Hedge (2000), these activities of speaking need much effort from students and teachers since they tend to be so sentimental. Allright and Bailey (1991) stated that "The more anxious learners are, the less likely they are to do well at speech skills" (p.173). Hence, anxiety is negatively correlated with EFL students' speaking proficiency.

Sources of Foreign Language Anxiety

Some researchers have suggested that anxiety might be the result of poor performance. Skehan (1989) commented on an early assertion by Spielberger (1962) about academic achievement that the "influence of anxiety change[d] as a function of ability level" (p.115), in the sense that anxiety was shown to be beneficial to learners of high ability, but was linked to lower achievement in "low-ability students, and especially average ability students" (p.115). This led Skehan (1989) to suppose what for him was obvious in the field of language learning, that anxiety "may be partly the result of low achievement" (p.115).

Horwitz, Horwitz, and Cope describe three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension

The primary sources of language anxiety is communication apprehension which is characterized by fear and anxiety in communicating with people, difficulties in speaking in public, listening or learning a spoken utterance are all manifestations of communication apprehension (Horwitz, Horwitz & Cope, 1986). This type of anxiety in learning a second language is derived from the learners' personal knowledge that they will have difficulty understanding others and making themselves understood (as cited in Lucas, Miraflores & Go, 2011, p. 102). Horwitz's FLCAS includes items relating to communication apprehension, for example, "I tremble when I know that I'm going to be called on in the language class"; test anxiety, for example, "I am usually at ease during tests in my

language class” ; and fear of negative evaluation, for example, “ I get nervous when the language teacher asks questions which I haven't prepared in advance” (Woodrow, 2006, p. 311).

Test Anxiety

Test Anxiety is the fear of exams, quizzes, and other assignments used to evaluate the students' performance. This type of fear is considered to be one of the most important aspects of negative motivation which will affect learning. According to Chan and Wu (2004), test anxiety results from a fear of failure and evaluative situations and they also claimed that oral tests provoke both test anxiety and oral communication apprehension. Young (1991) reports that learners with low level of oral proficiency are affected by test anxiety more than learners with high level of oral proficiency. He also stated that researchers find unfamiliar and official conditions increase the level of anxiety. Students in this type require themselves to reach the highest point in test performance, if not they will be under the concept of failure.

Fear of Negative Evaluation

Fear of negative evaluation is the worry about how others view the speaker. This may also include avoidance of evaluative situations and the expectations that others might evaluate them negatively. It may also include the student's fear inside the English classroom where factors such as learning activities, teacher's methodology and even peer pressure may contribute to novice language learners' anxieties (Lucas, Miraflores & Go, 2011, p. 102). Price (1991) concluded from his case studies that the difficulty level of foreign language classes, personal perception of language aptitude, certain personality variables (e.g., perfectionism and fear of public speaking), and stressful classroom experiences are all possible causes of anxiety (as cited in Zheng, 2008, p. 4).

In 1986, Horwitz et al. claimed that this kind of fear comes from the negative evaluation and judgment that the learner may perceive in the classroom from his teacher or

classmates. Weeks et al. (2005, as cited in Pitarch, 2010) claimed that fear of negative evaluation is the student's illogical ideas about the teacher or classmates' negative judgment. They categorized this source of anxiety as a part of social phobia.

The Causes of Anxiety in Oral Performance

What causes language anxiety is a central question of this research study and is of interest to all language teachers and learners, as well as SLA scholars who are interested in anxiety and learning. Considering anxiety as a highly influential construction language learning, SLA researchers have tried to investigate the reasons that language anxiety can stem from within both academic and social contexts, and have suggested a variety of strategies to cope with it. The fact that language anxiety is a psychological construct, it most likely stems from the learner's own 'self', i.e., as an intrinsic motivator (Schwartz, 1972 as cited in Scovel 1991, p.16), e.g., his or her self-perceptions, perceptions about others (peers, teachers, interlocutors, etc.) and target language communication situations, his/her beliefs about L2/FL learning etc. Language anxiety may be a result as well as a cause of insufficient command of the target language (Sparks & Ganschow as cited in Horwitz, 2001, p.118). The following are some of the causes which most of foreign language learners suffer from:

Lack of Vocabulary

One of the causes of students' speaking anxiety is lack of vocabulary. Foreign language learners may feel anxious because of the limited amount of vocabulary they have. Liu (2007) extracted through a survey study with Chinese English Learners that the learners in his study think that "vocabulary is a big obstacle for their English learning". For instance, one of those learners stated "I am a little afraid of speaking English because my vocabulary is poor ..." Another learner stated "I can't speak on when suddenly come to a new word I never knew. How shy I will be!" (pp.128-129). Thus, the lack of vocabulary has a considerable role in arising students' speaking anxiety.

Lack of Preparation

Kanar (2011) stated that "Speech anxiety is usually the results of not being prepared". She claims that being unprepared when giving a presentation may lead to students' anxiety (p. 239). This is confirmed by the results reached by Liu (2007) in his survey with Chinese English learners. He found that the majority of the students attributed their anxiety to their lack of preparation. They acknowledged that if they are prepared, they feel less anxious and more confident to speak. For example, one of these students stated " I am often nervous if asked to speak English without preparation and it is much better if I am prepared" (p.129). Consequently, students should be well prepared and knowledgeable enough about the topic which they are required to give a presentation on or to look for an answer to a question about this topic; being prepared may give the students the ability and the confidence to speak.

Lack of Practice

Students' speech anxiety can arise from the students' lack of practice to the foreign language which they are studying. Liu (2007) reported that Chinese English learners did not have many opportunities to practice the language because of the limited class time, the big class size, and the lack of chances to practice the language outside the classroom. Consequently, the majority of those students were anxious when speaking English in class.

Inability to Express Ideas

FL learners sometimes find it difficult to express their ideas in the foreign language they are studying. This difficulty tends to be a problem for most foreign language learners as well as it contributes to their anxiety. Liu states that many Chinese English learners experienced speech anxiety because they are unable to express their ideas in English. One of those learners acknowledged that "Sometimes I am afraid of talking to others. For I have no ideas [of] how to express my meanings by the words I've learned. I feel nervous when speaking in front of others because I'm afraid I would speak no thing and only stand there embarrassedly" (131). Students can also face this problem of the inability to express ideas

when they cannot translate their ideas from their native language to the language they are learning. For example, a student in Liu's study stated "when I speak English in front of others, I'm nervous because I don't know what to say or even if I know what to say, I can't translate it into English or speak it smoothly"

Fear of Making Mistakes

Fear of making mistakes is considered as another cause of students' speech anxiety. Foreign language learners experience speech anxiety and avoid speaking in the class may be because of their fear of making mistakes. Xiuqin (2006) claims that "Students often feel frightened at the idea of making mistakes and receiving negative evaluations from the peers" (p. 35). This means that students may be anxious if they are apprehensive of making mistakes and being laughed at. For instance, one of the learners in Liu's (2007) study said " I like to speak English, but when I am in front of others, I will be nervous and can't say any words, because I am afraid others will laugh at me if make some mistake " (p.130). However, students should not be frightened of making mistakes and being negatively evaluated because this way prevents them from speaking in the class.

Fear of Being Focus of Attention

Another cause that leads to learners' speech anxiety is their fear of being focus of attention. According to the results of the study done by Liu (2007), many learners experienced anxiety when they were singled out to speak the language in front of their classmates. One of those learners reported "I am often nervous when speaking English in front of others, because I think too many eyes were gazing at me" (p.130).

Low English Proficiency

Learners' speech anxiety may emerge from their low English proficiency. Through a survey study, Liu (2007) indicates that low English proficiency provoked anxiety among the Chinese English learners. One of them stated " I'm a little afraid of speaking English, because my speaking English is poor" (p. 129). Moreover, the results of the study done by Xiuqin

(2009, p. 35) on Chinese English learners show that those learners are afraid to speak because they are less proficient English speakers. He claims that those students, with low English proficiency, have difficulty understanding what the teacher says in the class as well as they are unable to respond to the teacher's questions. They also avoid asking the teacher to repeat what was said because they fear that their peers would think that their English is poor. Consequently, those learners withdraw from speaking in the classroom because of their "face keeping". Their face keeping prevents them from many opportunities to practice the language in the class.

The Effects of Anxiety on Speaking Proficiency

Foreign language speaking anxiety in comparison to the other skills is negatively correlated with the speaking skill. In addition, students' learning and speaking performance seem to be strongly affected by their speaking anxiety. Also, anxiety can affect the other language skills: listening, reading, and writing. However, most of the researchers like Horwitz et al. (1986) and Young (1990) agree that speaking is the most anxiety provoking skill. Young (1990) states that both teachers and learners acknowledge that speaking is the most stressful skill among the other skills. Horwitz et al. (1986) claim that both teachers and learners associate anxiety with the situations in which the students are required to speak.

When language learners become highly anxious, acquisition of a foreign language is unlikely to be successful. Oxford (1999) indicated that anxiety damages language learners' achievement "indirectly through worry and self doubt and directly by reducing participation and creating overt avoidance of the language" (p.60). Likewise, Arnold and Brown (1999) contended that anxiety has down-spiralling effects when it occurs in the classroom. What they implied is a vicious circle occurring continuously between learners' negative feelings and undesirable performance. Further, Gregersen (2005) maintained that anxious learners often find it difficult to respond effectively to their own mistakes. A few researchers (Casado & Dereshiswsky, 2004; Chen & Chang, 2004; Horwitz, 1991) reported anxious

learners have difficulty understanding oral instructions and have problems such as reduced word production when they feel anxious. Nevertheless, a few studies suggested otherwise and discovered anxiety could serve as alertness to promote foreign language learning. For example, Alpert and Haber (1960) determined that anxiety could have a beneficial or facilitative effect on student performance. Chastain (1975) conducted a study in Spanish, German, and French classes, and found a positive relationship between anxiety and students' scores. This study concluded that a proper amount of anxiety could facilitate foreign language learning, even though too much anxiety may cause harm. Young (1986) maintained that while debilitating anxiety may result in poor performance in foreign language learning, facilitating anxiety can actually lead to an improved performance (as cited in Kao & Craigie, 2010, p. 51).

Ways of Creating a Low-anxiety Classroom

Due to the great effects of speaking anxiety on students' learning and speaking performance, some involvements should be done to decrease it. Aida (1994) claims that teachers should try to make some interventions to assist anxious learners (as cited in Tsiplakides, 2009, p.43). The followings are some strategies provided by researchers that teachers can use to reduce students' speaking anxiety:

Project Work

Short-term projects were used due to the following benefits of project work in foreign language settings cited in the literature. Firstly, students are more personally involved, so they usually have increased motivation (Lee, 2002). Secondly, they do not feel that they are constantly assessed. Thirdly, it is easier for them to focus on communication, rather than on accuracy, and are less concerned with language errors and the consequences of "imagined failure" (MacIntyre, Noels, & Clement, 1997, p.269). An additional advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability

in the target language.

Establishing a Learning Community and a Supportive Classroom Atmosphere

Creating a learning community that provides the environment for “optimal motivation” (Alderman, 2004), and a “collaborative atmosphere” can help reduce fear of errors (Gregersen, 2005, p.30). The following classroom interventions were made, drawing principally on suggestions for creating a supportive learning classroom community (Brophy, 2004; Dornyei, 2001).

Teacher-students relations.

A set of classroom rules and norms negotiated with the students. Making fun of a wrong answer was not accepted, and a norm of “mistake tolerance” was ratified. In addition, teaching practices communicated expectations of success for all students. For example, as far as grouping practices were concerned, groups were formed from mixed ability students, students were given equally academically challenging tasks, and the same questioning strategies were used for all students (Alderman, 2004), so that they realized that there was no differential treatment with respect to their language performance and out-of-school support.

Providing indirect, rather than direct correction.

We avoided direct, on the spot correction in speaking activities, since it can undermine students' confidence, and because it discourages learners who are anxious about “sounding silly” to experiment with new language (Lightbown and Spada, 1999). I also tried to foster the belief to anxious students that they should aim at continuing a speaking activity, despite making errors. For example, we provided scaffolding so that the students had an opportunity to continue speaking despite making a mistake. Scaffolding included cognitive modeling, in which I explained the steps necessary for task completion. Alternatively, prompts and questions were provided in order to foster the development of repair strategies in case of a breakdown in communication.

Accepting the need for self-worth protection.

Behaviour that could be considered a threat to these students' social image and a potential source of anxiety was avoided. For example, information about students' test scores was kept private and was not announced to the whole classroom, while portfolios were used to evaluate their progress. These measures aimed at reducing preoccupation with fear of negative evaluation, which can lead to withdrawal from activities that "could increase their language skills" (Gregersen & Horwitz, 2002, p.563).

Teacher immediacy.

Both verbal (use of humor, use of students' first names) and nonverbal (eye contact, positive gestures) types of immediacy behavior were employed, since they can reduce anxiety and impact positively on motivation to learn (Christophel, 1990; Frymier, 1993).

Provision of praise.

We soon realized that praising these students in front of their classmates for a minor accomplishment had a negative effect, since they considered it as an indication that the teacher had little confidence in their abilities (Thompson, 1997). As a result, non-verbal praise (e.g. a positive head movement) was most often used, instead of direct verbal praise.

Conclusion

In this chapter we have reviewed literature of foreign language speaking anxiety in terms of concept, construct, effects, and impact on FL learning. The issue of foreign language speech anxiety has been studied from different angles. Investigators suggest that there is a very strong link between anxiety and speaking skill; it is considered to be the most anxiety-provoking skill. It is obvious that most of students experience anxiety in certain types of speaking activities. Unlike some researchers who argue that anxiety hinders students' progress others believe that it may be helpful for their progress. Furthermore, learners can conquer their speaking anxiety by following some helpful ways as having more practice of

the language, eliminating their fear of making mistakes, practicing positive self-talk, etc.

Besides, teachers can also contribute in reducing anxiety in their foreign language classes and help learners to cope with their speaking anxiety by creating relaxed atmosphere, varying speaking activities, making group works and so on. By reducing anxiety, learners can improve their speaking skill and enhance their foreign language learning.

The next chapter will focus on the methodology, in which the setting, participants, the instruments and the procedures of data collection and analysis will be presented.

Chapter Three

Research Methodology

Introduction

The present chapter will reveal insight into the research location, a brief overview on the system of education and the levels that are educated at the department of English. Also, an introduction of the participants will be given, including their level, number, age, gender, and their background experience. Moreover, the exploration instruments, which are the FLCAS questionnaire provided by Horwits et al. (1986) and the TEOFL test will be portrayed together with their scoring, validity, and reliability information in addition to interviews with third year students and teachers of oral expression. At the end, the chapter introduces the research design and procedures.

The Research Location

Our review was done in Chadli Bendjedid University, previously called EL-Tarf College. It is situated in EL-Tarf east Algeria. The department of English is found at the College of Chadli Bendjedid faculty of Letters and foreign languages. Our department was established in 2006 till 2009 where was the opening of the English section that was belonging to the faculty of human and social sciences. However, in 2010, a choice was made to divide Letters and Human and Sociologies into two sub – faculties, specifically, the faculty of Human and Sociologies and the faculty of letters and foreign languages. The faculty of foreign language in Chadli Bendjedid University is comprised of three sub-areas, English, French and Arabic.

Selected students originate from various parts of the nation, being Bacculaureate holders from three unique streams; Life and Natural Sciences, Mathematics, Humanities and foreign Languages.

The assignment of Our English department which includes 24 EFL teachers 14 are permanent teachers and 10 are participants, and 750 students as an overall, is to get ready students for the 'Licence degree', corresponding to the 'B.A' in the Anglo – Saxon system of education. The time spent for this purpose in the LMD system is three years, during which the learners are presented with the necessary knowledge needed.

During these years students are intended to complete courses of Grammar, Written Production, Oral expression, Phonetics /Phonology, Linguistics, Literature, British Civilization, ICTs, TEFL, Research Methodology, Discourse Comprehension and Psycholinguistics, sociolinguistics which are obligatory modules. After The Licence degree students are allowed to move to the degree of 'Master' within two years and 'Doctorate' within three years.

Participants

The participants of this study are third- year LMD students from Chadli Bendjedid University, Department of English, during the academic year 2016/2017. Sixty of 100 Students from the two groups were randomly chosen. They were 50 females and ten males with varied levels: advanced, intermediate, and low and were aged 21 to 35 years old. They are Baccalaureate holders from different streams: natural sciences, humanities, letters and philosophy, and foreign Languages. As they come from government schools, participants share approximately the same educational background. Each student had completed seven years of English study prior to entering university, four years in the middle school, three years in the secondary school and then three years at the university specialized in studying English as a foreign language.

Research instruments

The present researcher designed three instruments in this study: FLCAS questionnaire, TEOFL test and interview to both students and teachers.

The Foreign Language Classroom Anxiety Scale (FLCAS)

Scovel (1978) had considered anxiety “not as a simple, unitary construct, but as a cluster of affective states, influenced by factors which are intrinsic and extrinsic to the foreign language learners” (p.134). The first study to propose an anxiety constructs that was specific to the situation of language learning was Horwitz, Horwitz and Cope’s (1986). These authors called this construct foreign language anxiety, which they submitted was “responsible for students’ negative emotional reactions to language learning” (Horwitz, 2001, p.114). As ways of measuring anxiety experienced in the language classroom were sparse at that time, Horwitz and her associates designed an instrument for their study, the foreign language classroom scale (FLCAS), as a means of evaluating this particular kind of anxiety, creating in the process a scale that would be used by a multitude of researchers then on for a theoretical view point, Horwitz and her fellow researchers submitted that language anxiety implies “performance evaluation” (p.127), it was worthwhile “draw[ing] parallels between it and three related performance anxieties: 1) communication apprehension; 2) test anxiety and 3) fear of negative evaluation”(p.127). As the name suggested the first aspect refers to “shyness” experienced when an individual is required to communicate with others, whether in listening (“receiver anxiety”) or speaking (“ oral communication anxiety”) (p.127). The second aspect, test anxiety, arises from a “fear of failure” (p.127). Students who suffer from this kind of anxiety frequently “put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure”(p.128),Horwitz and her co-workers suggested that oral tests may arouse in students both these types of anxiety (communication apprehension and test anxiety) at the same time. The third aspect, fear of negative evaluation is considered by Horwitz et al. to be “apprehension about others’ evaluation, avoidance of evaluative situation, and the expectations that others would evaluate oneself negatively”(p.128).

In their theory, Horwitz and Cope (1986) acknowledged the uniqueness of foreign

language anxiety and introduced the Foreign Language Classroom Anxiety Scale (FLCAS) as an instrument to measure anxiety levels as evidenced by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviours. The FLCAS consists of 33 statements with significant part-whole correlations with the total scale, aiming to assess communication apprehension, test anxiety and fear of negative evaluation associated with language anxiety. Each item on the FLCAS is rated on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). Total scores of the scale range from 33 to 165 with lower scores indicate higher levels of anxiety. Twenty-four of the items are positively worded, and nine of the items are negatively worded. A sample of FLCAS will be provided in appendix A.

Reliability and validity.

Horwitz et al.'s theory of foreign language anxiety has been widely accepted with subsequent research acknowledging the uniqueness of foreign language anxiety and providing evidence that the FLCAS is a reliable tool. Since then, "the concept of anxiety in second language acquisition has achieved the status of a precise technical notion" (Young, 1994, p.3) with more consistent research findings of the negative effects of language anxiety on achievement and performance (e.g., Djigunovic, 2006; Horwitz, 1991; Ito, 2008; MacIntyre, 1988; MacIntyre & Gardner, 1989, 1991; Tallon, 2009). It is evident that since the introduction of Horwitz et al.'s FLCAS as an instrument to measure anxiety levels, the FLCAS has been widely used in language anxiety research, and the problem of inconsistent research findings has been considerably solved, which has strengthened its reliability.

The Test of English as a Foreign Language (TOEFL)

The TOEFL iBT test measures the ability to use and understand the English language as it is read, heard, spoken, and written in the university classroom. As the most accepted English-language test in the world, more than 8,000 universities, agencies, and other

institutions in more than 130 countries accept TOEFL scores as part of their admissions criteria. In order for the TOEFL iBT test to measure how well participants read, listen, speak, and write in English, and how well they use these skills together, they will be asked to integrate these skills.

The speaking section.

The Speaking section in the test measures the test-takers' ability to speak about a variety of topics.

- In questions 1 and 2, in an actual test, their response will be scored on your ability to speak clearly and coherently about familiar topics.
- In questions 3 and 4, in an actual test, they would first read a short text and then listen to a talk on the same topic. Participants would have to combine appropriate information from the text and the talk to provide a complete answer. Their response would be scored on your ability to accurately convey information, and to speak clearly and coherently.
- In questions 5 and 6, in an actual test, test-takers would listen to part of a conversation or lecture. Then, they would be asked a question about what they have heard. Their response would be scored on their ability to accurately convey information, and to speak clearly and coherently.
- In an actual test, examinees would be able to take notes while they read and while they listen to the conversations and talk. They would be able to use their notes to help prepare their responses.
- Preparation and response times for an actual test are noted in this text. Test takers with disabilities may request time extensions.

The six speaking tasks were scored by the Speech Rater SM program, designed as an automated scoring system for the TOEFL® Practice Online Speaking tests. This program uses speech recognition and processing technology to evaluate important features of their

spoken responses. The Speech Rater program currently is able to analyze pronunciation, fluency and some aspects of the vocabulary and grammar of spoken responses. However, the ability of the Speech Rater program to access the content features of a response is still limited. In general, Speech Rater scoring is based on some, but not all, of the features currently evaluated by human raters for the Speaking section of the TOEFL iBT test. The total score was then converted to a score on a scale of 0–30. The reported score for the Speaking section of the TOEFL iBT test will also always be on this scale of 0–30. Because Speech Rater scoring is based on a subset of the criteria used by human raters, the Scaled Score it provides should not be considered more than an estimate of potential performance. The score report for the Speaking section also provides participants with a scaled score range. The score range represents possible scores on this TOEFL Practice Online Speaking test if their responses were scored by a human grader using the TOEFL iBT test scoring rubric rather than SpeechRater. If their responses to this TOEFL Practice Speaking test were graded by human raters rather than SpeechRater, their score would be expected to fall within the score range provided 90 percent of the time. A sample of TOEFL test speaking section will be provided in appendix B.

Validity and reliability.

Although the TOEFL iBT test has only been in use since 2005, a strong case for the validity of proposed score interpretation and uses has been constructed. Concerns about test validation were an integral part of the test design process. The evidence gathered during that process has been documented and synthesized (Chapelle, Enright, & Jamieson, 2008). Even so, test validation is an ongoing process that continues to be actively supported by ETS and the TOEFL Board through the Committee of Examiners (COE) Research Program. The COE, composed of distinguished ESL experts from the academic community in North America and around the world, publishes an annual announcement of a research program and invites

language teaching and testing experts to submit proposals. In this way, the case for valid score interpretation continues to grow and be refined.

Interviews

Similar to the interview studies by Price (1991), Young (1992) and Ohata (2005) concerning the perspectives of students, language specialists and language teachers on Language anxiety respectively, this study also used a qualitative interview format to investigate the factors that cause language anxiety and its relation to speaking proficiency from students', ESL/EFL teachers' and practitioners' perspectives. The rationale behind the use of interview as a data collection tool was that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs (Merriam, 1998: cited in Ohata, 2005: 140). It also provides participants with opportunities to select, reconstruct, and reflect upon details of their experience within the specific context of their lives (2005, p.141). Given that the primary goal of this study was to explore the sources of language anxiety, interviews seemed appropriate as a means to understand the experiences of the subjects about language anxiety because they allow for given points to be clarified and elaborated upon where required. The sample of both interviews will be also provided in appendices C and D.

Research Design

The present study is a quantitative research which was carried out using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and the Test of English as a Foreign Language (TOEFL). Also, qualitative data were gathered from interviews. The correlational methodology was used to determine the relationship between students' language anxiety and their language proficiency.

Procedures

The study took place in 2016-2017 school years with the third year students at Chadli Bendjedid University. We explained to them the aim of the thesis, which tackles the

relationship between speaking proficiency and anxiety level. The questionnaire (FLCAS) was distributed randomly to 60 students from both groups of the third year at Chadli Bendjedid University in the second semester outside their class time. The length of questionnaire was three pages and it took 10 to 15 minutes for participants to complete. It contained their background information, the measures of English anxiety and their reports on their English achievement. In response to the statements on the FLCAS, students were asked to think about their experiences in their English courses. The TOEFL test was used to measure the participants' English language ability. We have used only the speaking section, which tests the ability to speak and interact in English. The speaking section of the TOEFL test lasts for 20 minutes and consists of six tasks: two independent and four integrated.

The participants were randomly chosen and invited to participate in a single session Interview and lasted about 10 minutes. The interview questions were related to students' opinion about speaking English as a foreign language and what causes that prevent them from speaking fluently and also about the effects and kind of activities that make them feel anxious. The interview with teachers of oral expression lasted approximately 20 minutes and it included their opinions about speaking anxiety and according to their experience what kind of activities that help students to get rid from anxiety. The interviews with both students and teachers were conducted in English, and were audio-recorded.

Conclusion

To sum up, the study was conducted in Chadli Bendjedid University in El-tarf, Algeria. The participants were third year students in the English department. Sixty out of 100 students from the two groups were randomly selected. The research design employed both Quantitative and qualitative data. Quantitative data from FLCAS Questionnaire and TOEFL test and qualitative data from interviews. Back to research procedures, the collection of data took place in the second semester of the academic year 2016-2017.

The next chapter will shed light on the analysis of the obtained data.

Chapter Four

Results

Introduction

The present chapter introduces the results and data analyses to get the answer of the two questions of the research problem. The first question was: what are the sources of or reasons behind EFL students' speaking anxiety? And the second one was: What is the relationship between learning anxiety and EFL students' levels of speaking proficiency? Data were collected through three different instruments. The first set of data was collected with a questionnaire, distributed to 60 third year participants at Chadli Bendjedid University in El-Tarf, Algeria. The second set of data was collected with speaking section from TOEFL test, and the third set of data was collected through interviews that were conducted to both EFL students and teachers of oral expression. This chapter presents the findings that were obtained from an analysis of these data sets.

The Foreign Language Classroom Anxiety Scale (FLCAS) Results

Horwitz, et al. (1986) have divided the FLCAS questionnaire into three main sections: communication apprehension, which tests the existence of anxiety while speaking; anxiety test, which tests the extent of feeling anxious among EFL learners and how anxiety affects their speaking proficiency, and the fear of negative evaluation that tests the main reasons behind speech anxiety.

In order to answer the first question, which was about the factors that cause speech anxiety; we provided students with the fear of negative evaluation section.

Table 7 and the interview answers will provide an answer to the first question.

Table 7 :

Fear of Negative Evaluation Results

Items	Strongly agree	Agree	Neither agree Nor disagree	Disagree	Strongly disagree
2. I don't worry about making mistakes in language class.	5	20	3	24	8
7. I keep thinking that the other students are better at languages than I am.	9	17	11	15	8
13. It embarrasses me to volunteer answers in my language class.	8	23	7	13	9
19. I am afraid that my language teacher is ready to correct every mistake I make.	9	18	9	15	9
23. I always feel that the other students speak the foreign language better than I do.	10	17	10	14	9
31. I am afraid that the other students will laugh at me when I speak the foreign language.	12	18	6	13	11
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	14	28	3	10	5

The results obtained from the students' answer to these questions showed that the 'strongly agree' and 'agree' took the highest part of the students' answers which means that all of the above items play an important role in students' speech anxiety as they presented the factors that make them feel anxious. Apart from the first question in which 24 of the students' answer was disagree and eight of them were strongly agree, which means that they do worry about making mistakes while speaking and this feeling makes them always anxious. Also, in the items 33, 28 of the students were agree that they feel anxious when their teacher asks them

to answer on a question they haven't prepared for it, in the other hand, 23 of them were agree that they got embarrassed to take a volunteer to answer in the oral session, moreover, 18 of the students were agree that they got nervous when they saw their oral teacher is ready for correcting their mistakes, as well as the item 31, in which 18 of the students were afraid that their peers may laugh at them while they are speaking that's why they prefer to not speak in the classroom, the same thing in the item seven and 12 in which 17 students feel that their classmates are better speakers than they are. Those were some factors that make students feel anxious while speaking.

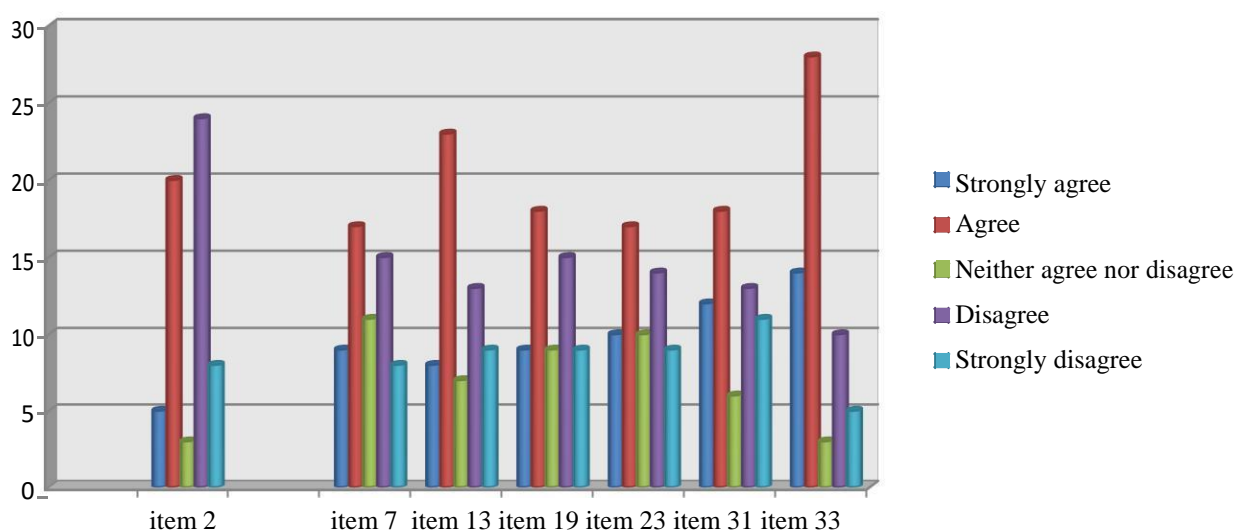


Figure 3. *Fear of Negative Evaluation Results.*

From the fear of negative evaluation section, we came to sum up that there are different sources of anxiety and the most of them is that students fear of getting criticised by either their teacher or their classmates, also feeling shy to speak in front of people is one of the main causes of anxiety, in addition to that, students have lack of vocabulary and fear of making grammatical mistakes because of lack of practice, which is a serious issue that makes them feel anxious, another point is that, oral teachers may choose a wrong activity that may cause them anxiety in classroom one of them is presentation activity that almost of the students agree about it.

The following study is the most important one that our research is based on which is the answer on the second research question that focuses on the relationship between speaking proficiency and anxiety. In order to answer this question, we have used the communication apprehension section from Horwitz, et al. (1986) FLCAS questionnaire, that consists of 11 items which are (item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30 and 32) in addition to that a sample of TOEFL speaking section test. Table 8 will provides us with the answer.

Students' answers to the items in table 8 share a great agreement as shown below, in item nine, 17 of them were strongly agree, 21 were agree, six of them were neither agree nor disagree, eight of them were disagree and eight were strong disagree, in the item 14, 12 of the students' answer was strongly agree , 23 were agree, ten of them were neither agree nor disagree and 14 were disagree while one of them was strongly disagree, also the item 24, eight students were strongly agree, 24 were agree, 12 neither agree nor disagree, 11 disagree and five were strongly disagree, the item 27, eight of the students were strongly agree, 19 were agree, nine neither agree nor disagree , 16 were disagree and eight were strongly disagree, also the item 30, nine of the students were strongly agree, 25 were agree , 16 were neither agree nor disagree and 10 disagree however no one strongly agree.

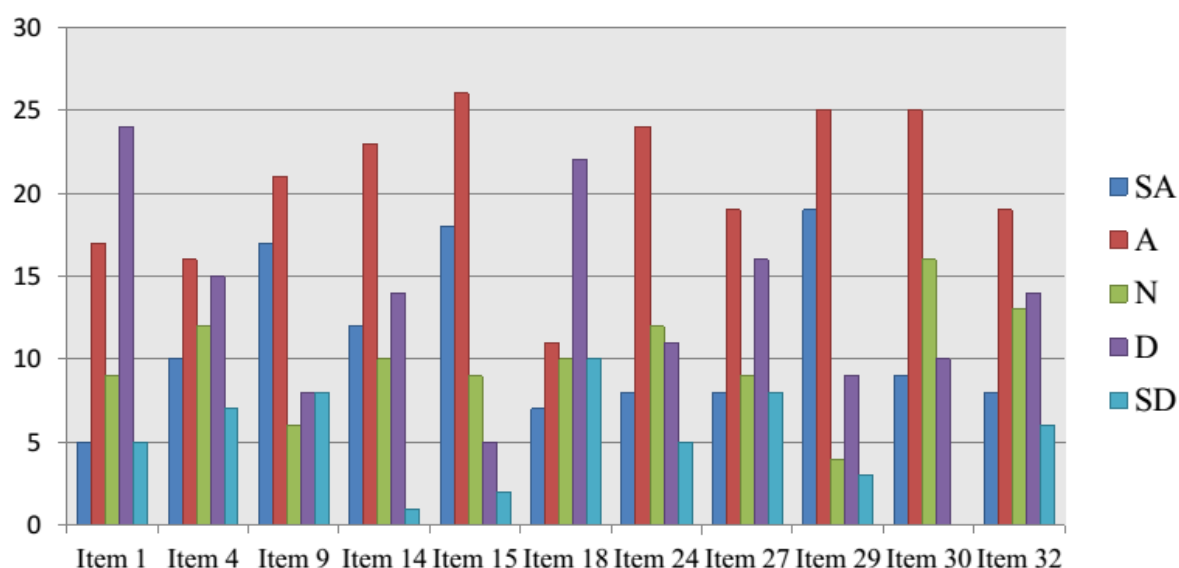


Figure 4. *Communication Apprehension Results.*

Table 8:

Communication Apprehension Results

Items	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.	5	17	9	24	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	10	16	12	15	7
9. I start to panic when I have to speak without preparation in language class.	17	21	6	8	8
14. I would not be nervous speaking the foreign language with native speakers.	12	23	10	14	1
15. I get upset when I don't understand what the teacher is correcting.	18	26	9	5	2
18. I feel confident when I speak in foreign language class.	7	11	10	22	10
24. I feel very self-conscious about speaking the foreign language in front of other students.	8	24	12	11	5

27. I get nervous and confused when I am speaking in my language class.	8	19	9	16	8
29. I get nervous when I don't understand every word the language teacher says.	19	25	4	9	3
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	9	25	16	10	0
32. I would probably feel comfortable around native speakers of the foreign language.	8	19	13	14	6

Note. **SA**= strongly agree; **A**= Agree; **N**= neither agree nor disagree; **D** = Disagree; **SD** = strongly disagree.

The Test of English as a Foreign Language (TOEFL) Results

Besides the questionnaire of Horwitz et al. (1986), the following data are also obtained from the speaking section of the TOEFL test to test the relationship between speaking proficiency and anxiety.

Table 9:

TOEFL Test Speaking Section Results for the Independent Tasks 1 & 2

Level	Pronunciation	Fluency	Vocabulary	Grammar
High	85 %	76,66 %	61,66 %	65 %
Middle	11,66 %	16,66 %	25 %	18,33 %
Low level of Proficiency	3,33 %	6,66 %	13,33 %	16,66 %

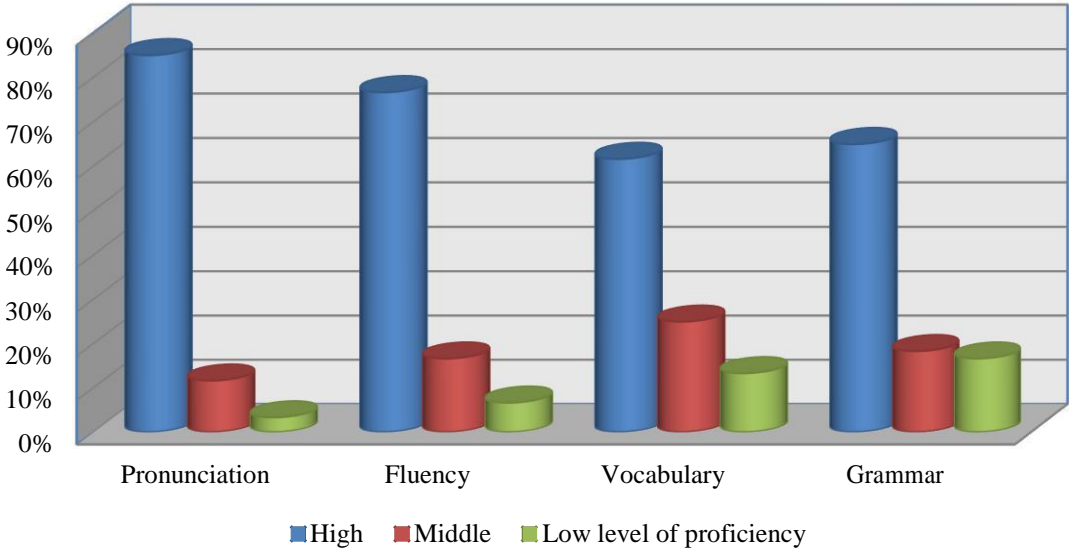


Figure 5. *TOEFL Test Speaking Section Results for the Independent Tasks 1 & 2.*

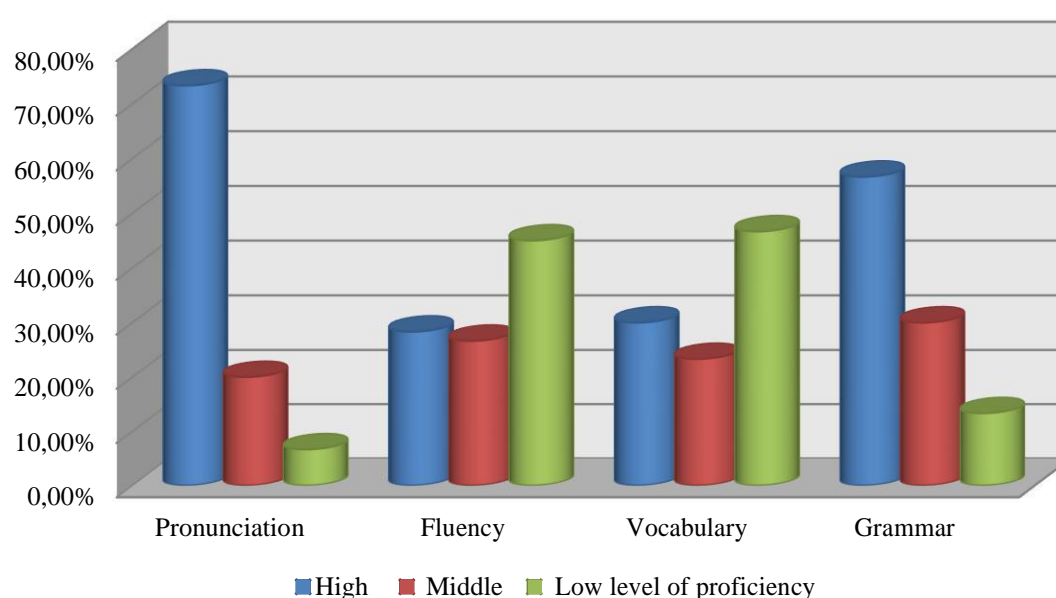
Almost of the students showed the same level on the first and the second test as we can see that 85% of them were high in pronunciation, 76,66% were high in fluency, 61,66% of them had a high level of vocabulary and 65% of them had a high level of grammar, in comparison to the middle level, 11,66% of the students had middle level of pronunciation, 16,66% had the intermediate level of fluency, 25% had a medium level in vocabulary, 18,33% had middle level in grammar, however few students had the lowest level as we can see that 3,33% were low pronunciation, 6,66% were low fluency level, 13,33 % had low level in vocabulary and 16,66% of the students had also low level in grammar.

The following table will also describe to us the students' level in the same speaking section TOEFL test but in developed levels called the integrated skill that consists of the third, the fourth, the fifth and the sixth tasks in terms of pronunciation, fluency, vocabulary, and grammar.

Table 10:

TOEFL Test Speaking Section Results for the Integrated Skills, Tasks 3, 4, 5 & 6

Level	Pronunciation	Fluency	Vocabulary	Grammar
High	73,33 %	28,33 %	30 %	56,66 %
Middle	20 %	26,66 %	23,33 %	30 %
Low level of Proficiency	6,66 %	45 %	46,66 %	13,33 %

**Figure 6.** *TOEFL Test Speaking Section Results for the Integrated Skills, Tasks 3, 4, 5 & 6*

The results that obtained from those tasks were totally different from the previous ones, students' higher level has been decreased in the same time has been increased in the middle and the low level, and that was obvious while comparing to the first and second tasks' result, as we can see that 73,33% of students had high level in pronunciation, only 28,33% had higher level in fluency, also 30% had high level of vocabulary, and 56,66% had high level of grammar, however we observe an increasing results in the middle level, 20% had the middle level in pronunciation, 26,66% had the medium level in fluency, also, 23,33% of them had the intermediate level in vocabulary, and 30% of the students had the middle level of grammar, the same increasing was also observed in the lowest level in which 6,66% had the lowest

level in pronunciation, 45% had low level in fluency, besides, 46,66% of the students had the lowest level in vocabulary and 13,33% of them had the same low level in grammar.

The Interview Results

The last instrument in our research is an interview with 17 of third year LMD students and four oral session teachers to seek an understanding of the relationship between speaking proficiency and anxiety. In order to answer the first question, we have interviewed both students with the questions 4, 5, 6, and, 9. And oral expression teachers using questions 3, 4 and 7.

The answer of the students to the fourth question was as follows: being criticised is the main reason of 9 of 17 students who feel anxious during the oral class; three of them answered that, it is an innate and they can't express themselves in front of people, Besides, tow students said that they feel anxious because they fear making mistakes. One answered that it is simply because a foreign language is not our mother tongue and another has answered that because he/she may face a subject that is not familiar to his/her background. The fifth question was about, if they have other sources of feeling anxious, 16 of them answered yes and only one said no, we helped them in the question number 6 by suggesting them some other sources which are linguistic causes, psychological causes and socio-cultural problems and their answers were as follow: 13 of 17 students' answer was because of linguistic causes they fear of making grammatical mistakes and also have lack of vocabulary , moreover, nine of them chose the second cause which is psychological problem because they feel shy to talk in front of people and only one of them chose the socio-cultural problem because people mock on him outside the classroom, the following question was about which activity that their teacher used it in oral class and makes them feel anxious, 11 of them answered that presentation is the activity that makes them feel anxious however 10 of 17 students answered that role play is the activity that makes them feel anxious and one of them answered that the IELTS questions activity makes him or her feel anxious.

About the oral expression teachers' questions, their answers on the third question was as follow, two of the fourth teachers agreed that students have lack of practice that's why they feel anxious, and also fear of facing public and that can be their innate or acquired besides one of the teachers added that they have lack of vocabulary and they may fear of judgment as well. The fourth question focused on the factors that hinder speaking anxiety, in which two teachers agreed that lack of practice, their psychological problem and their background are the main factors of speaking anxiety, one of the them answered that students tried each time to avoid the learning process as they don't want to participate in the classroom, and the other teacher has answered that the main factor is that students fear of making mistakes.

According to theses answers we understand that students fear of making grammatical mistakes also they have lack of vocabulary because of lack of practice which is a serious issue that makes them feel anxious, another point is that, oral teachers may choose a wrong activity that may cause them anxiety in classroom one of them is presentation activity that almost of the students agree about it as well as role play activity.

In order to answer the second research question we have chosen the third, the seventh, the eighth, and the eleventh questions. The answers are as follows: in the third question, we have asked students if speaking skill was a hard task for them to learn or not, nine of them answered that it was a hard task, four of them answered that it was not really hard and four of them answered that it was easy for them, the second question was the question number 7 in which we have asked them if anxiety has a negative impact on their speaking level, only two of them answered that it doesn't affect their speech progress, however 15 of 17 answered by yes it has a negative impact their speaking level, the question number eight was how they feel when they got anxious in the classroom and how they react, and their answers was as follow: seven of them feel shy and stop talking , think for a while and then they restart to speak again, also seven of them answered that they got red, stressed,

heart beating faster, hand shaking, losing or mixing words, and they just stop talking and try to focus so that they can speak again, however, three of them just stop talking, they think again and then react.

The second interview was conducted to four of oral expression teachers, we have chosen the question number 1, 2, 5, and 6, to get the appropriate answer of our research question, their answer on the first question; which was about their opinion about speaking anxiety; was as follow: all of them define it as the most prominent problem and the major factor that hurdle the learning process, the second question was about the way their students behave which gives them a clear vision that their students feel anxious while speaking, and all of them argue that students may feel a shame, shaking hands, become red, stammer, and even stop talking, the third question was about their opinion about speaking anxiety if it is the major hurdle for students' speaking proficiency and as it was expected, all the teachers agree about it as is it the main factor that prevent their students from being a fluent speakers, also one of them added that besides to speaking anxiety, the way teachers choose the topic or his way of correcting mistakes may also be a factor that hinder their students' speaking proficiency. The next question was about their opinion about anxiety and if it affects negatively the students' speaking level, and they have shared the same idea that without a doubt it affects negatively their speaking level and was obvious from their behaviour while speaking, as one of the teachers added that students should know that making mistakes is a part of learning and they don't have to feel a shamed, the last question sought to know how anxiety can affect their speaking proficiency, bad performance and stop talking even if they know the right answer was the common answer of the teachers, that's why they have considered anxiety as a major factor that hinder the learning process.

To sum up with both questions, one can prove that our participants share the common factors that stand behind their speaking proficiency such as fear of negative evaluation, lack of vocabulary, fear of making grammatical mistakes, feeling shy to speak

in front of public and lack of practicing the target language, also this obtained data proves not only the relationship between speaking proficiency and anxiety but it assumes the negative impact of anxiety on the students' speaking proficiency levels.

Summary of the Results in Relation to the Hypotheses of the Study

The results of the present data analysis boost our research hypotheses:

Hypothesis One

Limited vocabulary, inaccurate grammar, lack of fluency and self-confidence, fear of negative evaluation, and fear of making mistakes are some sources of anxiety that might affect EFL students' accuracy and fluency.

Hypothesis Two

There is a significant relationship between EFL students' speaking proficiency and their anxiety levels. High anxiety exerts a negative effect on students' level of speaking proficiency.

Conclusion

The aim of the present study was to seek profoundly into the origins of speaking anxiety and to focus on the relationship between speaking proficiency and anxiety.

This research involved qualitative data from interview, and quantitative data from the TOEFL oral assessment section and the (FLCAS) questionnaire. Data were collected from two third year LMD groups at Chadli Bendjedid University in El-Tarf, Algeria. The present paper took place during the second semester; in which (N =60) of the students have answered the (FLCAS) questionnaire which provided by Horwitz et al. (1986), and speaking section test from TOEFL test experimental along with interview with (N= 17) students and (N= 4) of the oral session teachers.

Data analysis revealed that there are varieties of speaking anxiety sources but the main ones are linguistic and psychological problems that provoke students to feel anxious while speaking, also, it leads the correlation between speaking proficiency and anxiety as

the negative impact of anxiety on the students' speaking level which boosts the hypotheses of this paper. Accordingly, learners should minimize their learning anxiety, so that, they will be able to gain high self-confidence, and thus, they will be more successful in learning the target language, also being knowledgeable about the origins and the reasons behind EFL students' speaking proficiency will help them to overcome their serious issue, in addition to that it provides the EFL teachers with a clear identification of their students' difficulties which will definitely help them to cope with it and to find out the appropriate way to deal with this phenomenon.

Another point which is the most important one in this research is that the present study gives a clear vision about the relationship between speaking proficiency and anxiety, as well as proving the negative effect of anxiety on EFL students' speaking proficiency; in this case students will be more aware about this matter which will motivate them to be more assured, comfortable and self-confident thus will undeniably help them to alleviate their speaking anxiety.

The next chapter will discuss the results in relation to the hypotheses, and will introduce the pedagogical implications of the present paper along with providing suggestions and recommendations for future research.

Chapter Five

Discussion

Introduction

This chapter discusses the results of the study in relation to the hypotheses and previous theories and research. It then introduces the pedagogical implications of this research. The last section of the chapter provides recommendations for future research directions that are related to the theme of this thesis.

Discussion of the Hypotheses

Hypothesis One

In the present study, we have hypothesized that, limited vocabulary, inaccurate grammar, lack of fluency and self-confidence, fear of negative evaluation, and fear of making mistakes are some sources of anxiety that might affect EFL students' accuracy and fluency. This hypothesis has been examined from the fear of negative evaluation section from Horwitz, et al. (1986) FLCAS questionnaire and our interview questions with both students and teachers, which showed that the main reasons of anxiety are the fear of making grammar mistakes, fear of being judged, lack of vocabulary and the feeling of shyness. Thus, this hypothesis is validated.

Hypothesis Two

In the present research, we also hypothesized that, there is a significant relationship between EFL students' speaking proficiency and their anxiety levels. High anxiety exerts a negative effect on students' level of speaking proficiency. Pointed out a clear insight into the negative relationship between speaking proficiency and anxiety level will motivate students to be more assured, comfortable and self-confident thus will undeniably help them to alleviate their speaking anxiety. This hypothesis has been tested from the communication apprehension section from Horwitz, et al. (1986) FLCAS questionnaire. Also from speaking section test that was taken from TOEFL test, as well as from the interview that was conducted to both 17

students from third year LMD and four oral expression teachers. It was found that anxiety affects negatively speaking proficiency. Thus, this second hypothesis is also validated.

The Relationship of the Results to Previous Theory and Research

The results of this study are similar to previous studies we have already mentioned in the second chapter of the present paper, for instance many researchers like Schwartz (2005), and Thornbury (2005) argue that psychological factors, such as shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that hinder students from speaking. Another point provided by Levelt (1989), Larsen-Freeman (2001), Nation (2001) and Hughes (2002) is that students' speaking is filled with hesitation, false-starts, grammatical inaccuracies, as well as limited vocabulary. Moreover, Liu (2007) argues that fear of teachers' and peers' criticism is also one of the main factors that provoke their speech anxiety. In addition to that, Oradee (2012) argues that teachers may use activities that make their students feel more anxious. The last most important point is that many researchers such as Arnold and Brown (1999) argue that anxiety is negatively correlated with speaking proficiency.

Implications of the Study

Here are the implications of the present study:

- The first step in reducing anxiety is making students participate in speaking tasks.
- It is important for students to remember the value of controlling their emotional state and remaining calm when speaking a foreign language.
- Students' speaking in the FL classroom generated the highest level of anxiety, because the majority of them face to some extent a degree of nervousness and worry correlated to the speaking skill.
- Teachers should realise that language learning, and particularly oral production, is a potentially stressful situation for some students.

- Teachers can incorporate project work, because it can provide anxious and non-anxious students alike with abundant opportunities to use language in a non-threatening context.
- Teachers need to assume the role of the researcher in their own classrooms. Before employing strategies to help students overcome foreign language speaking anxiety, foster motivation, and increase foreign language performance, practitioners should get to know their students, their attitudes toward oral production, and to shed light on the reasons that underlie their low performance and their unwillingness to engage in speaking activities.
- Theory and practice, can have positive effects on both the professional development of English teachers and students' anxiety levels, motivation and language acquisition.
- Teachers should keep in mind that anxiety is behind the students' habitual behaviours in class.

Suggestions and Recommendations

The researchers suggest that EFL students need to practice more with their peers and even at home since they feel shy. This also will benefit their linguistic background in which it helps them to practice what they have learned in the classroom and to take their mistakes as a part of their learning process.

From the results obtained about the relationship between EFL students speaking proficiency and anxiety level. Overcoming foreign language anxiety and developing students' speaking fluency recommend the help of the English department of Chadli Bendjedid University, English foreign language students, and English oral teachers.

Recommendations for Administrators at Chadli Bendjedid University

- The responsible at the English branch has to reduce the students' number in each class.

- The administration of the English branch is required to provide laboratories for students to hold the oral expression session in which the opportunity of successful interaction is much higher than an ordinary classroom.
- The administration is required also to provide technology equipment to facilitate the task for both the teacher and the student through the learning process.

Recommendations for EFL Students

Since anxiety is one of the main factors that hinder students from fulfilling their goals in their learning process, they must do their possible to prevent its damages.

- Students are required to contain their problems outside the classroom in order to speak and to stay in touch with the target language as much as possible.
- The learners should be aware about the difficulties that they face, and they should think about solutions.
- The students should be open-minded, have a positive attitude, high self confidence and self-esteem.
- Learners should not laugh on their classmates' errors.
- They have to fight the negative feelings by knowing and identifying the factors that make them anxious.
- Students should build a good relationship between them in order to avoid shyness and fear of making mistakes, while communicating or performing oral activities.
- Students should be aware that anxiety is a natural feeling and it can be controlled.
- They should not be afraid of making mistakes because it is a part of the learning process.

- Students should accept the teacher's evaluation.

Recommendations for Oral Expression Teachers

Teachers play a vital role in helping their students to decrease their anxiety by applying certain strategies that are significant and effective.

- Teachers have to be aware about anxious students; they should encourage them to speak about their learning problems, and try to find the appropriate solutions for them.
- Teachers should encourage group work activity in order to create interaction between students, and that will help them to develop their speaking skill through using the foreign language between them.
- They have to create a relaxed, competitive, and enjoyable atmosphere, to get them engaged all the time.
- Teachers should use positive praise and avoid punishment.
- Teachers should vary the students' speaking activities such as (discussion, storytelling, communication games, and role-play) because they helps them to show their strengths and be more comfortable in the class.
- They have to provide more opportunities for the students to participate through giving them the chance to choose the topic.
- For future EFL researchers, we recommend that they expand the number of the participants so that they achieve results that are more reliable.

Conclusion

In this last chapter, the two research hypotheses were discussed in relation to the results of the study. The first hypothesis, which highlights the origins and the reasons behind EFL students' speaking anxiety would be helpful for both students to know their weaknesses and teachers to help them cope with their students' anxiety has been validated.

The second hypothesis, which predicted that anxiety affects negatively in relation to the students' speaking proficiency has been validated too.

The results of this study are similar to previous studies that we have mentioned in the second chapter, including Schwartz (2005) and Thornbury (2005) study. The pedagogical implications of this study include the benefits of being aware about the negative impact of anxiety in relation to the students' speaking proficiency. Suggestions and recommendations for future research were provided.

References

- Abu-Rabia, S. (2004). Teachers' role, learners' gender differences, and FL anxiety among seventh-grade students studying English as a FL. *Educational Psychology, 24*(5), 711-721. doi: 10.1080/0144341042000263006
- Achbi, F.Z., & Sebaà, K. (2012). *Enhancing foreign language students' speaking performance through overcoming anxiety: A case study of third year LMD students of English at Biskra university*. Unpublished Master thesis, Mohamed Khider University- Biskra.
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78*(2), 155-168. doi: 10.1111/j.1540-4781.1994.tb02026.x
- Alderman, M. K. (2004). *Motivation for achievement*. Mahwah NJ: Lawrence Erlbaum.
- Allright, D., & Bailey, k. (1991). *Receptivity in language classroom research: Focus on the language classroom: An Introduction to classroom research for Language teachers*. United Kingdom: Cambridge University Press.
- Al Nakhalah, A.M.M. (2016). Problems and difficulties of speaking that encounter English language students at Al Quds open university. *International Journal of Humanities and Social Science Invention ISSN (Online), 5*(12), 96-101. Retrieved from: [http://www.ijhssi.org/papers/v5\(12\)/version-3/O5120396101.pdf](http://www.ijhssi.org/papers/v5(12)/version-3/O5120396101.pdf)
- Alonso, R.S. (2012). *The importance of teaching listening and speaking skills*. Unpublished Master thesis, Universitas Complutensis- Madrid.
- Alpert, R., & Haber, R.N. (1960). Anxiety in academic achievement situations. *The Journal of Abnormal and Social Psychology, 61*(2), 207-215. Retrieved from <http://dx.doi.org/10.1037/h0045464>

- Amini Naghadeh, S.N.M. (2013). Gender differences in Anxiety and speaking English as a second language among Iranian English major students of Payame Noor University. *International Journal of Applied Linguistic Studies*, 2(4), 70-76. Retrieved from: http://ijals.scienceline.com/index.php?option=com_content&view=article&id=5&Itemid=6
- Arnold, J., & Brown, H. D. (1999). *A map of the terrain*. In J. Arnold (Ed.), *Affective method in language learning* (pp. 1-24). Cambridge: Cambridge University Press.
- Avery, P., & Ehrlich, S. (1992). *Problems of selected language groups in* Avery, P. and Ehrlich, S. in *Teaching American English Pronunciation*, Oxford University Press.
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Baker, A. (2006). *Ship or Sheep*. Cambridge: Cambridge University Press.
- Baker, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum International Publishing.
- Balachandran, B., & Skully, M.T. (2004). Student perceptions of introductory business finance: accounting and finance versus other business majors. *Advances in Financial Education*, 2, 34 - 51. Retrieved from [http://monash.edu/research/explore/en/publications/student-perceptions-of-introductory-business-finance-accounting-and-finance-versus-other-business-majors\(97c5c86c-a575-4d60-9ef9-8c6e3a59e249\).html](http://monash.edu/research/explore/en/publications/student-perceptions-of-introductory-business-finance-accounting-and-finance-versus-other-business-majors(97c5c86c-a575-4d60-9ef9-8c6e3a59e249).html)
- Balemir, S. H. (2009). *The sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety*. Unpublished Master thesis, Bilkent University- Ankara.
- Basic, L. (2011). *Speaking anxiety : An obstacle to second language learning?*. Unpublished thesis.

- Ben Alahem, S. (2013). *Using oral presentation projects to help EFL learners reduce speech anxiety: Case study of the second year TEFL students at Mohamed Khieder university- Biskra*. Unpublished Master thesis, Mohamed Khieder University- Biskra.
- Brophy, J. (2004). *Motivating students to learn*. New Jersey: Lawrence Erlbaum Associates.
- Brown, H. D. (2000). *Principles of language learning and teaching (4th ed.)*. New York: London.
- Bygate, M. (1987). *Speaking: The Cambridge guide to teaching English to speakers of other language*. Cambridge: Cambridge University Press.
- Byrne, P. (1997). Psychiatric stigma: past, passing and to come. *Journal of the Royal of Medicine*, 90(11), 618-621. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1296672/pdf/jrsocmed00034-0034.pdf>
- Çakır, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology*, 5(4). Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>
- Canal, M., & Swain, M. (1980). *Theoretical basis of communicative approaches to second language teaching and testing*. *Applied Linguistics* 1: pp.1-47.
- Carter, R. N. (2001). *Vocabulary and language teaching*. London: Longman.
- Casado, M.A., & Dereshiswsky, M.I. (2004). Effect of educational strategies on anxiety in the second language Classroom: An exploratory comparative study between U.s. and Spanish first-semester university students . *College Student Journal*, 38(1), 23. Retrieved from <https://eric.ed.gov/?id=EJ701979>
- Cassady, J.C. (2004). The influence of cognitive test anxiety across the learning–testing cycle. *Learning and Instruction*, 569-592. Retrieved from: <https://www.journals.elsevier.com/learning-and-instruction/>

- Chan, D.Y.C, & Wu, G.C. (2004). A study of foreign language anxiety of EFL elementary school students in Taipei County. *Journal of National Taipei Teachers College*, 17(2), 287-320. Retrieved from <http://academic.ntue.edu.tw/ezfiles/7/1007/img/41/17-2-12.pdf>
- Chapelle, C. A., Enright, M. K., & Jamieson, J. M. (Eds.). (2008). *Building a validity argument for the test of English as a foreign language*. New York: Routledge.
- Charles, W. (1992). *ACTFL speaking proficiency guidelines*. ERIC digest. Retrieved from <https://www.ericdigests.org/1992-2/actfl.htm>
- Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language Learning*, 25, 153-161. doi: 10.1111/j.1467-1770.1975.tb00115.x
- Chastain, K. (1988). *Developing second language skills: Theory and practice*. San Diego: Rand McNally College Publisher.
- Chastain, K. (1998). *Developing second language skills (2nd Ed.)*. Chicago: Harcourt Brace Publishers.
- Chen, T.Y., & Chang, G.B.Y. (2004). The relationship between foreign language anxiety and learning difficulties. *Foreign Language Annals*, 37(2), 279-289. doi: 10.1111/j.1944-9720.2004.tb02200.x
- Cheng, Y.S., Horwitz, E. K., & Schallert, D. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49, 417-446. doi : 10.1111/0023-8333.00095
- Christophel, D. (1990). The relationships among teacher immediacy behaviours, student motivation, and learning. *Communication Education*, 39, 323-340. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/03634529009378813>

- Cook, V. (2001). *Second language learning and language teaching (3rd ed.)*. Oxford: Oxford University Press.
- Dakowska, M. (2005). *Teaching English as a foreign language: A guide for professionals*. Warszawa: Wydawnictwo Naukowe PWN.
- Demir, H. (2015). *Anxiety factors in learning English as a foreign language: Case of Turkish students learning English in Georgia*. Unpublished PhD thesis, International Black Sea University- Tbilisi.
- Derakhshan, A., Tahery, F., & Mirarab, N. (2015). Helping adult and young learner to communicate in speaking classes with confidence. *Mediterranean Journal of Social Science*, 6(2). doi: 10.5901/mjss.2015.v6n2p520
- Derakhshan, A., Khalili, A.N., & Beheshti, F. (2016). Developing EFL learner's speaking ability, accuracy and fluency. *English Language and Literature Studies*, 6(2). doi :10.5539/ells.v6n2p177
- Djebbari, Z. (2014). *Self-confidence and pronunciation training to enhance the EFL speaking competence: A classroom-oriented research on first year LMD students at Abu Bekr Belkaid university, Tlemcen*. Unpublished PhD thesis, Abu Bekr Belkaid University-Tlemcen.
- Doff, A. (1998). *Teach English: A training course for teacher*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Ebrahimi, H.R.R. (2013). Anxiety as a deterring element in learning English for oral communication among EFL students. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 4(3), 179-196. Retrieved from <http://www.ijllalw.org/finalversion4316.pdf>

- Ehrman, M.E. (1996). An exploration of adult language learners' motivation, self-efficacy, and anxiety. In R. Oxford (Ed.) *Language learning motivation: The new century* (pp. 81-103). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Ellis, R., & Barkhuizen, G. (2005). *Analysing accuracy, complexity, and fluency: Analysing learner language* (pp.139-164): Oxford University Press.
- Fajariyah, D.N. (2009). *Improving students's speaking proficiency using games (A classroom action research on the eight grade students of SMP Negeri 2 Baki Sukoharjo 2008/2009 Academic Year)*. Unpublished thesis, Sebelas Maret University –Surakarta.
- Firxaus,R. (2015). *Communicative language teaching in speaking class in one of the vocational high school in Koba, Bangka Tengah Regency, Bangka Belitung province*. Unpublished PhD thesis, Indonesia University of Education.
- Florez, M.C. (1999). Improving adult English language learners' speaking skills. *National Center for ESL Literacy Education*. Retrieved from http://www.cal.org/caela/esl_resources/digests/Speak.html
- Frymier, A. (1993). The impact of teacher immediacy on students' motivation: Is it the same for all students?. *Communication Education, 41*, 454-464. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/01463379309369905>
- Gaudry, E., & Spielberger, C.D. (1971). *Anxiety and educational achievement*. New York: Wiley.
- Gregersen, T., & Horwitz, E.K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal, 86*, (4), 562-570. doi: 10.1111/1540-4781.00161

Gregersen, S. (2005). Nonverbal Cues: Clues to the detection of foreign language anxiety.

Foreign Language Annals, 38(3), 388-400. doi: 10.1111/j.1944-9720.2005.tb02225.x

Hadjab, W.F.O. (2013). *The impact of anxiety in diminishing EFL students' participation in oral performance: A case study of second year students of Msila*

University. Unpublished Master thesis, Mohamed Khider University- Biskra.

Harmer, J. (2001). *The practice of English language teaching*. Edinburgh: Pearson Education limited.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Hetrakul, K. (1995). *The second language*. Retrieved

from <http://eserver.org/courses/spring95/76-100g/KavinHetrakul.html>

Horwitz, E.K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20, 559–562. doi: 10.2307/3586302

Horwitz, E.k., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety scale. *The Modern Language Journal*, 70(2), 125-132. Retrieved from

<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.1986.tb05256.x/full>

Horwitz, E.K. & Young, D.J. (1991). *Language learning anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.

Hortwiz, E.K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126. doi: <https://doi.org/10.1017/S0267190501000071>

Houhou, I. (2013). *Enhancing EFL learners' speaking skill through effective teaching methods and strategies :Case study of second year LMD students of EFL at Mohamed*

- Kheider University of Biskra*. Unpublished Master thesis, Mohamed Kheider University-Biskra.
- Huang, Q. (2012). Study of foreign language anxiety and English reading anxiety. *Theory and Practice in Language Studies*, 2(7), 1520-1525. doi :10.4304/tpls.2.7.1520-1525
- Hughes, R. (2002). *Teaching and researching speaking*. New York: Pearson Education.
- Hymes, D. (1971). *On communicative competence*. Philadelphia: University of Pennsylvania Press.
- Jamieson, J., Jones, S., Kirsch, I., Mosenthal, P., & Taylor, C. (2000). *TOEFL 2000 writing framework: A working paper*. Princeton, NJ: ETS.
- Januariza, W., & Hendriani, S. (2016). Student anxiety in learning speaking. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2). Retrieved from: <http://ejournal.unp.ac.id/index.php/selt/article/view/7010>
- Johnson, K., & Morrow, K. (1981). *Communication in the Classroom*. Harlow: Longman.
- Kanar, C.C. (2011). *The Confident Student* (7th ed). United States of America: Wadsworth, Cengage Learning.
- Kao, P., & Craigie, P. (2010). *Foreign language anxiety and English achievement in Taiwanese undergraduate English-major students: An Empirical study*. Deakin University- Australia.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *TESOL*, 11(12), 1-6. Retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Kleinmann, H.H. (1977). Avoidance behavior in adult second language acquisition. *Language Learning*, 27(1), 93-107. doi: 10.1111/j.1467-1770.1977.tb00294.x
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Pergamon Press.

- Kuśnierek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*. Retrieved from <http://www.worldscientificnews.com/>
- Lanerfeldt, M. Talängslan. A part of: Rudberg, L. (1992), (Red.), Barns tal-och språksvårigheter. Lund: Studentlitteratur.
- Larsen-Freeman, D. (2001). *Grammar teaching*. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp.34-41). Cambridge: Cambridge University Press.
- Lee, I. (2002). Project work made easy in the English classroom. *Canadian Modern Language Review*, 59 (2), 282-290. doi: 10.3138/cmlr.59.2.282
- Leinhardt, G., Zaslavsky, O., & Stein, M. K. (1990). Functions, graphs, and graphing: Tasks, learning, and teaching. *Review of Educational Research*, 60(1), 1-64. Retrieved from <https://www.math.ksu.edu/~bennett/onlinehw/qcenter/lzs.pdf>
- Leong, L.M., & Ahmadi, S.M. (2016). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*. doi :10.18869/acadpub.ijree.2.1.34
- Levelt, W. J. M. (1989). *Speaking: Form intention to articulation*. Cambridge: MIT Press.
- Lightbown, P., & Spada, N. (1999). *How languages are learned (2nd ed.)*. New York: Oxford University Press.
- Lindsay, C. & Knight, P. (2006). *Learning and teaching English: A course for teachers*. Oxford: Oxford University Press.
- Littlewood, W. (1994). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Liu, M. (2007). Anxiety in oral English classrooms: A case study in China. *Indonesian Journal of English Language Teaching*, 3(1).doi: <http://ojs.atmajaya.ac.id/index.php/ijelt/article/view/132>

- Lucas, R.I., Miraflores, E., & Go, D. (2011). English language learning anxiety among foreign language learners in the Philippines. *Philippine ESL Journal*, 7. Retrieved from <https://www.philippine-esl-journal.com/wp-content/uploads/2014/01/V7-A5.pdf>
- Lynch, M. (1992). *Extending Wittgenstein: The pivotal move from epistemology to the sociology of science*. In A. Pickering (Ed.), *Science as practice and culture* (pp.215-265). Chicago: University of Chicago press.
- MacIntyre, P.D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning*, 39, 251-275. doi: 10.1111/j.1467-1770.1989.tb00423.x
- 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. doi: 10.1111/j.1467-1770.1991.tb00677.x
- MacIntyre, P.D., Noels, K.A., & Clément, R. (1997). Biases in Self-Ratings of Second language Proficiency: The Role of Language Anxiety. *Language Learning*, 47(2), 265-287. Retrieved from <http://www.psych.ualberta.ca/~knoels/personal/Kim's%20publications/MacIntyreNoel00sClement1997.pdf>
- Mauludiyah, Y. (2014). *The correlation between students' anxiety and their ability in speaking class*. Unpublished thesis, State Islamic Institute- Tulungagung.
- Murcia, M.C. (2001). *Teaching English as a second or foreign language (3rd ed)*. Boston : Heinle & Heinle.
- Nanda. (2012, March 28). *Levels of anxiety*. Retrieved from <http://nanda-nursinginterventions.blogspot.com/2012/03/levels-of-anxiety-mild-moderate-and.html>

- Nation, L. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nimat.N. (2013). *An investigation of English language anxiety: Experiences of undergraduate students in Bangladesh*. Unpublished Master thesis, Brac University- Bangladesh.
- Ohata, K. (2005). Language anxiety from the teacher's perspective: Interviews with seven experienced ESL/EFL teachers. *Journal of Language and Learning*, 3(1), 133-155.
Retrieved from
https://www.researchgate.net/publication/264874453_Language_Anxiety_from_the_Teacher's_Perspective_Interviews_with_Seven_Experienced_ESLEFL_Teachers
- Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role- playing). *International Journal of Social Science and Humanity*, 2(6), 532- 533.doi: 10.7763/IJSSH.2012.V2.164
- Oxford, R. L. (1990). *Language learning strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.
- Oxford, R. L., & Cohen, A.D. (1992). Language learning strategies: crucial issues of concept and classification. *Applied Language Learning*, 3, 1-35.
- Oxford, R. (1999). *Anxiety and the Language Learner: New Insights*. In J. Arnold (Ed.), *Affect in Language Learning* (pp.58-67). Cambridge, UK: Cambridge University Press.
- Palka, E. (1988). *Using cards to revise and practice language items*. (ERIC Document Reproduction Service No. ED 302093).

- Pesce, C. (2013). *Try these 7 sure-fire ways to boost student confidence*. Retrieved from <http://busyteacher.org/13582-7-sure-fire-ways-to-boost-student-confidence.html>
- Phillips, E.M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, 76(1), 14-26. doi: 10.1111/j.1540-4781.1992.tb02573.x
- Pitarch, M. J.G. (2010). Brief version of the fear of negative evaluation scale-Straightforward items (BFNE-S): Psychometric properties in a Spanish population. *The Spanish Journal of Psychology*, 13(2), 981-989. Retrieved from <https://www.ncbi.nlm.nih.gov/labs/articles/20977045/>
- Price, M.L. (1991). *The subjective Experience of foreign language anxiety: Interviews with highly anxious students*. In E. K. Horwitz, & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice-Hall.
- Rachman, S. (2005). *Anxiety* (2nd ed.). New York: Psychology Press.
- Rahmoun, F. (2016). *Enhancing foreign language students' speaking performance through overcoming anxiety : A case study of third year LMD students of English at Biskra university*. Unpublished Master thesis, Mohamed Khider University- Biskra.
- Rice, M.L., & Woodsmall, L. (1988). Lessons from television: Children's world learning when viewing. *Child Development*, 59(2). doi :10.1111/j.1467-8624.1988.tb01477.x
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Sakale, S. (2012). Rethinking speaking skills in EFL (English as a foreign language) settings. *Sino-US English Teaching*, 9(4). Retrieved from

<http://www.davidpublishing.com/davidpublishing/Upfile/6/3/2012/2012060383316321.pdf>

- Savignon, S. J. (1983). *Communicative competence: Theory and classroom practice*. Texts and contexts in second language learning. Reading, Massachusetts at all: Addison-Wesley Publishing Company.
- Saunders, W. M., & O'Brien, G. (2006). *Oral language*. In F. Genesee, K. Lindholm-Leary, W. M. Saunders, & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence*. Cambridge: Cambridge University Press.
- Scarcella, R.C., & Oxford, R.L. (1992). *The tapestry of language learning :The individual in the communicative classroom*. Boston : Heinle & Heinle.
- Schwartz, B. (1972). The role of the response-reinforcer contingency in negative automaintenance. *Journal of the Experimental Analysis Behaviour*, 17(3), 351-357. doi : 10.1901/jeab.1972.17-351
- Schwartz, R.L. (2005). Taking a closer look at struggling ESOL learners. *National Center for the Study of Adult Learning and Literacy*, 8. Retrieved from <http://www.ncsall.net/index.php?id=994.html>
- Scovel, T. (1978). The Effect of affect on foreign language learning: A review of the anxiety Research. *Language Learning*, 28(1), 129-142. doi: 10.1111/j.1467-1770.1978.tb00309.x
- 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, pp. 15-24
- Shumin, K. (2002). *Factors to consider: Developing adult EFL student speaking abilities*. In J. C.Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 204-211). Cambridge: Cambridge University Press.

- Silverman, R.D., & Hines, S. (2009). The effects of multimedia-enhanced instruction on the vocabulary of English-language learners and non-english-language learners in pre-kindergarten through second grade. *Journal of Educational Psychology, 101*(2), 305-314.doi: 10.1037/a0014217
- Skehan, P. (1989). *Individual differences in foreign language learning*. London: Edward Arnold.
- Skehan, P. (1996). *Second language acquisition research and task-based instruction*. In J. Willis & D.Willis (Eds.), *Challenge and change in language teaching* (pp.17-30). Oxford: Heinemann.
- Skehan, P., & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning, 49*(1), 93-120.doi: 10.1111/1467-9922.00071
- Sparks, R., & Ganschow, L. (2001). Aptitude for learning a foreign language. *Annual Review of Applied Linguistics, 21*, 90- 111.doi: 10.1017/S026719050100006X
- Spielberger, C.D. (1962). The role of awareness in verbal conditioning. *Journal of Personality, 30*(3), 73–101.doi : 10.1111/j.1467-6494.1962.tb02309.x
- Spielberger, C.D. (1966). *Theory and research on anxiety: Anxiety and behavior*. New York: Academic press.
- Spielberger, C.D. (1973). *STAIC preliminary manual*. Palo Alto, CA: Consulting Psychologists Press.
- Spielberger, C.D. (1983). *Manual for the state-trait anxiety inventory (Form Y)*.Palo Alto, CA: Consulting Psychologists Press.
- Sun, D.(2014).From communicative competence to international competence: A new outlook to the teaching of spoken English. *Journal of Language Teaching and Research, 5*(5), 1062-1070.doi:10.4304/jltr.5.5.1062-1070

- Syakur. (1987). *Language testing and evaluation*. Surakarta: Sebelas Maret University Press.
- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. Unpublished Master thesis, University of Glasgow.
- Tatayama, Y. (1998). *Explicit and implicit teaching of pragmatic routines: Japanese Sumimasen*. In K. R. Rose & G. Kasper (Eds.), *Pragmatics in language teaching*. Cambridge: Cambridge University Press.
- Thompson, T. (1997). Do we need to train teachers how to administer praise? Self-worth theory says we do. *Learning and Instruction*, 7(1), 49-63. doi: 10.1016/S0959-4752(96)80730-4
- Thornbury, S. (2005). *How to Teach Speaking*. England : Pearson Education Limited.
- Tobias, S. (1980). *Anxiety and instruction*. In I.G Sarason (Ed.), *Test anxiety: Theory, research, and applications* (pp. 289-310). Hillsdale, NJ: Erlbaum.
- Tobias, S. (1986). *Anxiety and cognitive processing of instruction*. In R. Schwarzer (Ed.), *Self related cognition in anxiety and motivation* (pp. 35-54). Hillsdale, NJ: Erlbaum.
- Tobias, S., & Everson, H.T. (1997). Studying the relationship between affective and metacognitive variables. *SafetyLit*, 10(1), 59-81. doi :10.1080/10615809708249295
- Tsiplakides, I., & Street, N. (2009). Helping students overcome foreign language speaking anxiety in the English classroom : Theoretical issues and practical recommendations. *International Education Studies*, 2(4). Retrieved from <http://www.ccsenet.org/journal/index.php/ies/article/view/3887/3547>
- Ur, P. (1996). *A Course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

- Ur, P. (1999). *A Course in Language Teaching Trainee Book (Cambridge Teacher Training and Development)*. Cambridge: Cambridge University Press.
doi:10.1017/CBO9780511732928
- Validity evidence supporting the interpretation and use of TOEFL iBT™ scores.
(2011). Retrieved from
https://www.ets.org/s/toefl/pdf/toefl_ibt_insight_s1v4.pdf
- Weeks, J.W., Heimberg, R.G., Fresco, D.M., Hart, T.A., Turk, C.L., Schneier, F.R., et al.
(2005). Empirical validation and psychometric evaluation of the Brief Fear of Negative Evaluation Scale in patients with social anxiety disorder. *Psychol Assess*, 17(2), 179-90. doi: 10.1037/1040-3590.17.2.179
- Wilson, J.T.S. (2006). *Anxiety in learning English as a foreign language: Its associations with student variables, with overall proficiency and with performance on an oral test*. Unpublished PhD thesis, Granada University.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 311. doi: 10.1177/0033688206071315
- Wu, H.J. (2013). Anxiety and reading comprehension performance in English as a foreign language. *Asian EFL Journal*, 13(2). Retrieved from <http://www.asian-efl-journal.com/>
- Xiuqin, Z. (2006). Speaking skills and anxiety. *CELEA Journal (Bimonthly)*, 29(1). Retrieved from <http://www.celea.org.cn/teic/65/65-34.pdf>
- Xiuqin, Z. (2009). How to teach and learn in transmitting Chinese. *Confucius Institute Magazine*, 3(3), 44-45. Retrieved from <http://confuciusmag.com/zhang-xiuqin-teachers-voices>
- Young, D.J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, 19(5), 439-445. doi : 10.1111/j.1944-9720.1986.tb01032.x

- Young, D.J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23. Retrieved from <https://leighcherry.wikispaces.com/file/view/Student+Perspectives+on+Anxiety+and+Speaking+---+Young.pdf>
- Young, D.J. (1991). Creating a low anxiety classroom environment: What does language anxiety research suggest?. *The Modern Language Journal*, 75(4), 426-437. doi:10.1111/j.1540-4781.1991.tb05378.x
- Young, D.J. (1992). Language anxiety from the foreign language specialists' perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25, 157-172. doi: 10.1111/j.1944-9720.1992.tb00524.x
- Zhanibek, A. (2001). *The relationship between language anxiety and students' participation in foreign language classes*. Unpublished Master thesis, Bilkent University- Ankara.
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education*, 1. Retrieved from <http://files.eric.ed.gov/fulltext/ED506736.pdf>

APPENDICES**Appendix A****Foreign Language Classroom Anxiety Scale (FLCAS)**

Horwitz, Horwitz, & Cope (1986)

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

1. I never feel quite sure of myself when I am speaking in my foreign language class.
2. I don't worry about making mistakes in language class.
3. I tremble when I know that I'm going to be called on in language class.
4. It frightens me when I don't understand what the teacher is saying in the foreign language.
5. It wouldn't bother me at all to take more foreign language classes.
6. During language class, I find myself thinking about things that have nothing to do with the course.
7. I keep thinking that the other students are better at languages than I am.
8. I am usually at ease during tests in my language class.
9. I start to panic when I have to speak without preparation in language class.
10. I worry about the consequences of failing my foreign language class.
11. I don't understand why some people get so upset over foreign language classes.
12. In language class, I can get so nervous I forget things I know.
13. It embarrasses me to volunteer answers in my language class.
14. I would not be nervous speaking the foreign language with native speakers.
15. I get upset when I don't understand what the teacher is correcting.
16. Even if I am well prepared for language class, I feel anxious about it.
17. I often feel like not going to my language class.
18. I feel confident when I speak in foreign language class.

19. I am afraid that my language teacher is ready to correct every mistake I make.
20. I can feel my heart pounding when I'm going to be called on in language class.
21. The more I study for a language test, the more confused I get.
22. I don't feel pressure to prepare very well for language class.
23. I always feel that the other students speak the foreign language better than I do.
24. I feel very self-conscious about speaking the foreign language in front of other students.
25. Language class moves so quickly I worry about getting left behind.
26. I feel more tense and nervous in my language class than in my other classes.
27. I get nervous and confused when I am speaking in my language class.
28. When I'm on my way to language class, I feel very sure and relaxed.
29. I get nervous when I don't understand every word the language teacher says.
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
31. I am afraid that the other students will laugh at me when I speak the foreign language.
32. I would probably feel comfortable around native speakers of the foreign language.
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Appendix B**The Speaking Section of the Test of English as a Foreign Language (TOEFL)****Part 1:**

1. Talk about a pleasant and memorable event that happened while you were in school. Explain why this event brings back fond memories.

Preparation Time: 15 seconds

Response Time: 45 seconds

Part 2:

2. Some people think it is more fun to spend time with friends in restaurants or cafés.

Others think it is more fun to spend time with friends at home. Which do you think is better?

Explain why.

Preparation Time: 15 seconds

Response Time: 45 seconds

Part 3:

3. Read the following text and the conversation that follows it. Then, answer the question.

The Northfield College Student Association recently decided to make a new purchase. Read the following announcement in the college newspaper about the decision. (Reading time in an actual test would be 45-50 seconds)

Good News for Movie Fans the Student Association has just purchased a new sound system for the Old Lincoln Hall auditorium, the place where movies on campus are currently shown. By installing the new sound system, the Student Association hopes to attract more students to the movies and increase ticket sales. Before making the purchase of the new equipment, the Student Association conducted a survey on campus to see what kind of entertainment students liked best. Going to the movies ranked number one. "Students at

Northfield College love going to the movies” said the president of the Student Association, “so we decided to make what they already love even better. We’re confident that the investment in to the sound system will translate in to increased ticket sales.” (Male student) I really think the Student Association made a bad decision.

(Female student) Really? Why? Don’t you like going to the movies?

(Male student) Sure I do. But this new purchase is just a waste of money.

(Female student) What do you mean? It’s supposed to sound really good.

(Male student) Yeah, well, I’m sure it does, but, in Old Lincoln Hall? I mean that building must be 200 years old! It used to be the college gym! The acoustics are terrible.

(Female student) So you’re saying there’ll be no improvement?

(Male student) That’s right. And also, I seriously doubt that going to the movies is the number one social activity for most students.

(Female student) Yeah, but that’s what students said.

(Male student) Well, of course that’s what they said. What else is there to do on campus?

(Female student) What do you mean?

(Male student) I mean, there isn’t much to do on campus besides go to the movies. If there were other forms of, uh recreation, or other social activities, you know, I don’t think most students would have said that going to the movies was their first choice.

Question: The man expresses his opinion of the Student Association’s recent purchase. State his opinion and explain the reasons he gives for holding that opinion.

Preparation Time: 30 seconds

Response Time: 60 seconds

Part 4:

4. Read a passage from a psychology textbook and the lecture that follows it. Then answer the question. (Reading time in an actual test would be 45-50 seconds)

Flow In psychology, the feeling of complete and energized focus in an activity is called flow. People who enter a state of flow lose their sense of time and have a feeling of great satisfaction. They become completely involved in an activity for its own sake rather than for what may result from the activity, such as money or prestige. Contrary to expectation, flow usually happens not during relaxing moments of leisure and entertainment, but when we are actively involved in a difficult enterprise, in a task that stretches our mental or physical abilities.

(Male professor) I think this will help you get a picture of what your textbook is describing. I had a friend who taught in the physics department, Professor Jones, he retired last year. . . . Anyway, I remember . . . this was a few years ago . . . I remember passing by a classroom early one morning just as he was leaving, and he looked terrible: his clothes were all rumpled, and he looked like he hadn't slept all night. And I asked if he was OK. I was surprised when he said that he never felt better, that he was totally happy. He had spent the entire night in the classroom working on a mathematics puzzle. He didn't stop to eat dinner; he didn't stop to sleep . . . or even rest. He was that involved in solving the puzzle. And it didn't even have anything to do with his teaching or research; he had just come across this puzzle accidentally, I think in a mathematics journal, and it just really interested him, so he worked furiously all night and covered the blackboards in the classroom with equations and numbers and never realized that time was passing by.

Question: Explain flow and how the example used by the professor illustrates the concept.

Preparation Time: 30 seconds

Response Time: 60 seconds

Part 5:

5. Read the following conversation between two students and then answer the question.

(Female student) How's the calculus class going? You're doing better?

(Male student) Not really. I just can't get the hang of it. There're so many functions and formulas to memorize, you know? And the final . . . It's only a few weeks away. I'm really worried about doing well.

(Female student) Oh . . . You know you should go to the tutoring program and ask for Help.

(Male student) You mean, in the Mathematics building?

(Female student) Ya. Get a tutor there. Most tutors are doctoral students in the math program. They know what they're talking about, and for the final test, you know, they'd tell you what to study, how to prepare, all of that.

(Male student) I know about that program . . . but doesn't it cost money?

(Female student) Of course. You have to register and pay by the hour . . . But they've got all the answers.

(Male student) Hmm . . .

(Female student) Another option, I guess, is to form a study group with other students. That won't cost you any money.

(Male student) That's a thought . . . although once I was in a study group, and it was a big waste of time. We usually ended up talking about other stuff like what we did over the weekend.

(Female student) But that was for a different class, right? I've actually had some pretty good experiences with study groups. Usually students in the same class have different strengths and weaknesses with the material . . . if they're serious about studying, they can really help each other out. Think about it.

Question: Briefly summarize the problem the speakers are discussing. Then state which solution you would recommend. Explain the reasons for your recommendation.

Preparation Time: 20 seconds

Response Time: 60 seconds

Part 6:

6. Read part of a lecture in a biology course and then answer the question.

(Female professor) Human beings aren't the only animals that use tools. It's generally recognized that other animals use tools as well . . . use them naturally, in the wild, without any human instruction. But when can we say that an object is a tool? Well, it depends on your definition of a tool. And in fact, there are two competing definitions —a narrow definition and a broad one. The narrow definition says that a tool is an object that's used to perform a specific task . . . but not just any object. To be a tool, according to the narrow definition, the object's got to be purposefully changed or shaped by the animal, or human, so that it can be used that way. It's an object that's made. Wild chimpanzees use sticks to dig insects out of their nests . . . but most sticks lying around won't do the job . . . they might be too thick, for example. So the sticks have to be sharpened so they will fit into the hole in an ant hill or the insect nest. The chimp pulls off the leaves and chews the stick and trims it down that way until it's the right size. The chimp doesn't just find the stick it you could say it makes it in a way. But the broad definition says an object doesn't have to be modified to be considered a tool. The broad definition says a tool is any object that's used to perform a specific task. For example, an elephant will sometimes use a stick to scratch its back it just picks up a stick from the ground and scratches its back with it. It doesn't modify the stick; it uses it just as it's found. And it's a tool, under the broad definition, but under the narrow definition it's not because, well, the elephant doesn't change it in any way.

Question: Using points and examples from the talk, describe the two different definitions of tools given by the professor.

Preparation Time: 20 seconds

Response Time: 60 seconds

Appendix C

Students' Interview

1- How long have you been studying English?

2- Please, tell us about your experience of learning English at the university?

3- According to you, what do you think about speaking English as a foreign language? Is it a hard skill for you? If yes, what kind of obstacles face you while speaking English in the classroom?

4-Why do you feel anxious?

5-Do you think that there are other causes that prevent you from speaking freely?

6-What do you think about:

- Linguistic causes of speaking anxiety
- Psychological causes of speaking anxiety
- Socio-cultural causes of speaking anxiety

Do they affect your speaking? Could you tell us which one negatively affects your speaking skills the most?

7-Do you think that anxiety has a negative impact on your level of language proficiency?

8- Let's suppose that you felt anxious while speaking in your oral class, what would happen to you? What do you think you can do in this situation?

9-What kind of activities make you feel anxious?

10-How do you think the activities should be in order to make you feel comfortable?

11-What do you think of your oral expression teachers? Were they helpful in reducing your speaking anxiety?

12- What do you think is the best solution to reduce EFL students' speaking anxiety?

Appendix D

Teachers' Interview

- 1- What do you think about speaking anxiety?
- 2- From your experience of teaching English as a foreign language, how do you know your students feel anxious during the oral expression session?
- 3- According to you, what are the main causes underlying students' anxiety?
- 4- What are the factors that hinder the progress of students' speaking proficiency?
- 5- Is speaking anxiety a major hurdle to achieving a good level of speaking proficiency?
- 6- In a few words, how can anxiety affect EFL learners' speaking proficiency?
- 7- Have you encountered any kind of activities that make your students feel more anxious?
- 8- Which kind of activities make your students feel more comfortable?
- 9- How can students get rid of speaking anxiety?