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Teaching Pronunciation to Reduce Anxiety in Oral Performance:
Case of First-Year EFL Students at Tlemcen University

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Dedications

Throughout the hard moments, and the difficult periods, my mother was always supporting me to achieve my dreams. I would dedicate this thesis and everything to my mother **Memmu Nacera**. Thank you for everything you do for me and for your sacrifice.

To my family members who have always been with me, my father, sister and brother.

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Abstract

This study is conducted in order to investigate the issue of foreign language anxiety and its effect on learners' oral performance. It aims to achieve three main objectives. Firstly, confirm if pronunciation cause anxiety in oral performance and how it may affect the performance. Secondly, to investigate what are the factors which cause learners feel anxious during oral communication. As well as, to find out what are the best ways and strategies to cope with this phenomenon. Additionally, the research depends on three research instruments to collect both qualitative and quantitative data; questionnaire that was addressed to 30 first- year EFL students, interview with three ELT teachers, and a class observation in three sessions. The research reveals the big effect of pronunciation in oral performance. In addition, there are many causes that increase the level of anxiety in oral delivery such as: communication apprehension, test anxiety, fear of negative evaluation, lack of motivation, negative self-perceptions, speaking activities, and competitiveness. Thus, the results illustrate different ways and approaches to tackle and minimize the level of anxiety; hence, achieve better performance in oral production in particular and enhance the learning of English in general.

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List of Acronyms and Abbreviations

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BAC: Baccalaureate

CA: Communication Apprehension

COE: Comprehension Oral Expression

EFL: English as a foreign language

ELT: English Language Teaching

L2: Second Language

LMD: Licence master doctorate (education)

SPL: Speaking-pronunciation-listening

GENERAL INTRODUCTION

General Introduction

Nowadays a great number of students are willing to learn foreign languages especially English, which has become spread all over the world due to different factors: historical, political and mainly scientific and economic. Hence, it is very necessary to determine the factors which may obstruct or affect the process of language learning. One of these obstacles is learner's anxiety especially in their oral communication. Oral communication is the most familiar anxiety in language communication, and it is one of the most known obstacles that may hinder the development of one of the most prominent skills in language. This skill plays an important role in EFL language speaking classes and contributes in reducing the development of learner's oral performance. Therefore, in order to have a comprehensive understanding of the anxiety in oral communication; the psychological and the linguistic variables should be taken into consideration to achieve the goal of reducing anxiety in oral skills.

The present study investigates the issue of EFL students 'anxiety in oral performance. Moreover, the study is looking to show how language learners face anxiety in their oral communication and how pronunciation could cause anxiety. Furthermore, it seeks what are the causes that may lead to such obstacles, and to find out the ways this phenomenon could be diminished.

The thesis relies on three main questions which are: 1) Does pronunciation cause anxiety in oral performance?

2) What are the other causes of anxiety in oral performance?

3) What are the factors that can help reducing anxiety in oral communication?

The research questions led to formulate three hypotheses:

1- We assume that pronunciation could be a reason for anxiety in oral performance.

2-We hypothesize that lack of confidence, lack of motivation and the good relation with the teacher play a crucial role in causing anxiety when learners tend to speak.

General Introduction

3-We presume that confidence, motivation and the teacher play a crucial role in decreasing the level of anxiety.

The dissertation is divided into two chapters, the first is theoretical and the second is practical. In the first chapter, we will shed light on what is anxiety in general. Firstly, we define the term anxiety. And provide the types of anxiety (States-Trait Anxiety, Situation Specific Anxiety, Facilitating-Debilitating anxiety). In addition, we give some reasons of anxiety which are as follows: Communication apprehension and Test anxiety, Fear of negative evaluation, Negative self-perception, lack of motivation Speaking activities and Competiveness. Then we define the term of pronunciation and supply some approaches to pronunciation teaching.

Concerning the second chapter which is the practical part of this research, we aim at investigating the problem of anxiety in oral performance in EFL classrooms. We also attempt to find the suitable strategies to tackle this handicap. Thus, three instruments were used to collect data which are: a questionnaire to first year LMD students at English department of Tlemcen University, an interview with six EFL teachers and three sessions of classroom observation.

Through the analysis, then the interpretation, of the results obtained from the 3 tools of research, the researcher tries to verify the set hypotheses validation against the outcomes of the given results.

Chapter One

Review of Literature

1. Introduction

Language in general is taught and assessed in both written and speaking. In the Algerian educational system English is taught for seven years. The concentrate is almost on the written skill (grammar, reading). As a result, when students get their baccalaureate exam and choose English as a speciality. Hence, a big trouble would appear when dealing with language in its oral form, due to the existence of anxiety.

This chapter is a theoretical framework of this research which attempts to explore the issue of anxiety in oral performance, by giving the definition of anxiety in relation to oral performance, providing its types and causes. Moreover, it sheds the light on pronunciation definition and approaches to teaching pronunciation. The chapter then concludes with the importance of teaching pronunciation for first year EFL students in particular and EFL learners in general.

2. Definition of Anxiety

Anxiety is one of the matters on which important differences of point of view can be found. Some researchers as Spielberger (2005) believes that anxiety is a minor problem for a foreign language student, perhaps an excuse for not being a part in class or to hide a lack of study while others such as Horwitz (2001) claimed that anxiety may be the key of the broad emotional reaction to language learning (MacIntyre, 1999, P.24). It is the feeling of apprehension faced by students when learning or using second language or foreign language. These feelings may originate from a second language context whether concerned with the productive skills like: speaking and writing, or the receptive skills like: reading and listening.

Anxiety is defined by Horwitz (2001) 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 psychology and education” (p 113). Another definition was given by Steinberger (1983) who defines anxiety as:” the subjective feeling of tension, apprehension, nervousness, and worry” (p1).

However, Horwitz et al.'s (1986) definition of anxiety is as follows “a distinctive complex which is more inclusive of affective factors in relation to this

construct of self-perceptions, beliefs, feelings, and behaviors related to classroom anxiety”. In both definitions, it is seen that anxiety is something that is an annoying emotion that is characterized by a specific state of feeling but the aspect which distinguishes it from fear is the characteristic of uneasiness.

Anxiety affects students in their language learning process and more precisely in their oral performance. It can hinder the learning process and prevent students from reaching proficiency and makes them all time under pression. Reaching a high degree and good level in the mastery of language can be threatened by anxiety, thus anxiety may prevent students from getting effective learning (Wrench, Richmond, & Gorhan 2009). Among other affective variables “anxiety stands out as one of the main blocking factors for effective language learning” (Nascente, 2001, p.18).

3. Types of Anxiety

There are basic types of anxiety which have been defined by many figures. The definitions provided below concern anxiety in learning process, including many kids listed as follows:

3.1. States-Trait Anxiety

The difference between ‘state’ and ‘trait’ anxiety is coined by Speilberger (1972) .As, state anxiety which is concerned with emotional and physical reactions towards a motive perceived as a menace in a specific context. On the other hand, trait anxiety refers to differences in the way of dealing with a perceived danger. In other words, a specific reaction of anxiety is regarded as state anxiety and a general reaction of anxiety is seen as trait anxiety. Thus, trait anxiety is stable emotional feeling of anxiety. Unlike trait anxiety, State anxiety is a momentary characteristic of individual’s characteristics. Spielberger (1983) considers it as an apprehension experienced at a particular moment in time, for example, the time before taking examination (MacIntyre and Gardner, 1991:90). In this context, the higher level of trait anxiety an individual owns, the higher level of state anxiety he or she may experience; Macintyre and Gardner (ibid) support this in which they assume that individuals who are exposed to experience anxiety in general (i.e., who have great levels of trait anxiety)show larger level of state anxiety “. However, the state anxiety

approach to anxiety research has been debated due to the question which is asked ‘are you nervous now? Instead of asking ‘did this situation make you nervous?’

3.2. Situation Specific Anxiety

It is somehow a trait anxiety which is particular to a specific context. Macintyre and Gardner (1991:90) agree that “situation specific constructs can be seen as trait anxiety measures limited to a given context”. Therefore, situational anxiety is caused by new situations or changing events. It can also be caused by several occasions that make that particular individual uncomfortable. Its existence is very common. Often, an individual will experience panic attacks or great anxiety in definite situations. A situation that causes one individual to experience anxiety may not affect another individual at all. For example, some people become uncomfortable in crowds’ places, so this may cause them to experience great anxiety, possibly a fright attack. Others, however, may experience anxiety when main changes in life occur, such as entering college, .etc.

1.3.3. Facilitating-Debilitating Anxiety

Facilitative anxiety is a type of anxiety which is beneficial for the learner to improve his or her level in learning and then in performance. Contrastively, debilitating anxiety may be an obstacle to learners which may hinder the progress of learning. Furthermore, some researchers as Scoval (1983) provided a distinction between facilitating and debilitating. The first one motivates learners to struggle the new learning experiences, and it pushes the learner emotionally for accepted behaviour. As a result, making them to use extra efforts to prevent their feeling of anxiety .However, according to Horwitz (1973) this only occurs with finishing simple tasks. On the other side, the second one pushes the students to escape from the learning tasks to hide their fear. Moreover, it inspires the individual emotionally to adopt an avoidance behavior. William (1983) states that the distinction between these kinds of anxiety might be equal to consistency of anxiety with “low anxiety state having facilitating anxiety and high anxiety state having debilitating effect” (p.98), he claims that these two types of anxiety perhaps at times eliminate the function of each other that may not affect learner’s marks.

Most research on foreign and second language anxiety has concentrated on investigating the link between anxiety and language achievement. Therefore, many studies show the positive relationship between anxiety and language performance, indicating that facilitative anxiety could, indeed, function as “alertness to promote foreign language learning while practical research has established that language anxiety is associated with” deficits in listening comprehension, reduced word production, impaired vocabulary learning, lower grades in language courses, and lower scores on standardized tests” (Macintyre& Gardner, 1994). Several studies have found that anxiety has a negative connection with language performance with some researchers claiming that it is one of the strongest predictors of success in foreign language.

4. Anxiety in Relation to Oral Performance

Many researchers such as Price (1991) and Macintyre (1998) have defended the idea that interacting orally in the foreign language class may be an anxious practice causing feelings of fear. Therefore, Speaking in the target language looks to be the most menacing aspect of foreign language learning and that the lack of oral skills creates serious problems to language learners. Though students show most curiosity in learning to communicate orally in the foreign language, their anxieties may play debilitating roles that hinder them from reaching their purposes. Thus, there are several sources of anxiety that play a crucial role in learners’ fears to perform in language classroom; in addition to this many researchers pointed out various effects of these to help learners overcome their speech anxiety and some aspects conquer foreign language speaking anxiety in their classrooms.

5. Anxiety and Oral Performance

Foreign language anxiety is the most significant variable in the learning process that obstructs foreign language learners’ performance. Since it can be cognitively and physically a serious obstacle to learner’s capacities, it has also negative outcomes on student’s speaking skill. Language anxiety is the fear that learners feel when they use second or foreign language. They find it very difficult to include themselves in an unfamiliar language situation (Spielberg, et.al.1995).

It is often assumed that the most anxiety-provoking in foreign language setting is the speaking skill. Price (1991) claims that oral presentations are the highest source of classroom anxiety .Likewise, Macintyre et al. (1998) define this phenomenon as willingness to communicate or a “ readiness to enter into discourse at a particular time with specific person or persons , using L2” (p.82). From this quote we may conclude that anxious learners have been shown to be less likely to volunteer with their answers in classroom and to be doubtful in expressing their ideas in the target language.

However, .Students’ speaking even in the first language in classroom may cause a top level of anxiety, because most of them, to some extent, face a degree of nervousness and fear interrelated to the speaking skill.

So, communicating orally is the main source of anxiety that is expressed by most of students especially when they have to speak in front of their colleagues. Many other investigators in the domain of language education and psychology have confirmed that foreign language anxiety has been almost totally connected with oral performance of language usage (Horwitz and Cope, 1986, p.125). From the cognitive side, language acquisition presumes that the learner is an independent player, treating an appropriate language data surrounding him to re-build his preceding hypotheses with limited focus .From that, we may learn that these relationships between anxiety, cognition, and behaviour are cyclical, where each affects the other (Macintyre .1995).That is to say, they feel anxious and nervous when there is a position that necessitates an answer in EFL class, because their concentration during the process of speaking is reduced, consequently that leads to a weak performance.

There are different symptoms of foreign language anxiety which prove that the concept of anxiety has a significant influence on the learning process in general and more precisely when it is related to the speaking skill. According to Leary (1982), the obvious characteristics that the teacher may apparently notice when learners are anxious:

1. They feel or exhibit signs of humiliation, embarrassment.
2. They behave move nervously.
3. Play with their hair, clothes or other objects, and generally appear worried.
4. They may have their hearts beating strongly.

5. Others may feel nervous and sweat. So, this is the pressure that comes from having to speak in front of audience or group of people.

The relationship between anxiety and oral performance after a numeral of studies and experiments with second and foreign language context is negative. This is stated by Allright and Baily who have concluded that “the more anxious learners are the less likely they are to do well at speech skills” (p.173). Commonly, investigators and teachers observe foreign language anxiety as an obstacle to language learners’ achievements in the learning process .Though, it is not clear yet whether it is the increasing anxiety which prevent learners from improving the oral skill, or whether it is the weakness in speaking skill that provoke anxiety(Allright and Baily ,1991, p.173).

5.1. The Causes of Anxiety in Oral Performance

Foreign language anxiety is the mood of uneasiness and nervousness conveyed by non-native speakers, while learning or using a second or a foreign language. Hence, Anxiety may affect EFL learners’ oral performance. According to Horwitz et al. (1986) anxiety is defined as a “distinct complex phenomenon of self-perception, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process :This feeling may hinder the willingness to develop any second or foreign language context whether related with the productive skills, or the receptive ones. Many sources of anxiety in foreign language classes have been recognized by many researchers such as: communication apprehension, test anxiety, fear of negative evaluation, and lack of motivation, negative self-perception, and competitiveness.

5.1.1. Communication Apprehension and Test Anxiety

Communication apprehension (CA) considered as a significant aspect in the process of learning a foreign language and affects also learners’ accomplishments in oral performance. Since learners who suffer from anxiety to communicate or participate in front of their colleagues are expected to meet even more difficulty in speaking a foreign language where they have a little mastery of the communicative situation., Horwitz and Cope (1986) have identified that communicative apprehension

is as “a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.” (p. 127-128). Hence, this model of anxiety is due to excluding oneself from society and showing a great level of timidity, and that leads to fear to communicate or being in engaged in oral communication.

Therefore, many English foreign language learners usually have struggle in speaking and understanding others. The presence of communication apprehension is due to some psychological hurdles which cause low self confidence that hinders their ability to speak when performing orally.

McCroskey’s hypothesis of CA is defined as “an individuals’ level of fright or anxiety related with either real or predicted communication with another person or persons” (McCroskey, 1977, p.78). Learners’ speaking anxiety may be particular to specific settings, or what is named context-based apprehension is. This type appears in some given contexts for instance within a meeting, when speaking in front of a group. Thus, most of anxious learners experience speaking context-based apprehension in some communicative circumstances in their classrooms. Actually, they can be, to a definite degree, perfect speakers of English in other situations out of the classroom where they demonstrate greater abilities and good oral communication without doubts or fears.

As a result, EFL classroom learners who suffer from communication apprehension generally feel worry and less controlling the oral posit. According to Macintyre and Gardner (1991) indicated that speaking apprehension is linked with the student’s negative self-concepts which come from the negative practices, and the learner’s failure to receive and transmit information to others. Consequently, communication apprehension, indeed, acts as a key role in EFL anxiety which affects harmfully the way of learning a foreign language, and affects also learner’s achievements in oral communication.

Test anxiety as defined by Horwitz and Cope (1986) is elicited as follows “It refers to a type of performance anxiety caused by from a fear of failure” (p. 127). It is a biological condition in which learners feel a big amount of worry, anxiety, and

uneasiness during or before taking a test. This anxiety produces important hurdles to performance and learning in general.

Test anxiety may contain in addition to fear of negative evaluation, previous weak performances. Also, as characteristics of the test environment are: type of the activities, difficulty, environment, time stress, teacher behaviors. All in all, and physical setting can affect the level of fear felt by the student.

Yet, Test anxiety affects students' accomplishments and motivations of learning in the classroom. In the same line of thought, Hill and Winfield (1984) identified anxiety and accomplishment stated in what follows "anxiety and achievement share significant variance, so high test-anxious individuals have an increased likelihood to perform poorly if a task is to be evaluated" (p.105). Some researchers as Putwain and Best (2011) conducted tests among middle school pupils , they have noticed that when teachers put stress on pupils , they get very low marks, and another situation in which teachers do not stress on their pupils marks are better. Therefore, this type of anxiety is caused in a high degree to the fear of failure and the surrounding environment as well.

While, communication apprehension is confined to the fear to communicate or to participate in oral discussions, test anxiety is tied to the worry of the period of tests or exams ex, when sitting for exams. And it is unlike the first one which is just in oral communication. The latter is for both written and oral tests.

5.1.2. Fear of Negative Evaluation and Negative Self-perception

Fear of negative evaluation is defined as the fear from other's evaluations. The word fear of negative evaluation is wider than test anxiety since it may exist in any social and evaluative situation. In the oral communication in classroom, fear of negative evaluation gets larger when learners are in oral expression session. Learners may experience fear from being passively evaluated by their colleagues or by the teacher who make them communicate in a bad manner. According to Macintyre and Gardner (1988) it is axiomatic that the process of learning cannot take place without mistakes, mistakes can be the cause of the apprehension for many learners, because of giving more attention to the difficulty of making a good social image when communicating orally with a new language. Consequently, students who feel great fear

of negative evaluation are extremely associated with classroom avoidance, and may tend to escape cases where they have to experience it. In addition, communication anxious learners rarely start a conversation and interact minimally, and they always seem to sit inactive in the classroom, avoid tasks that could help them to improve their speaking skill, and may even leave classroom completely (Ely et al. 1986).

Concerning oral communication, fear of negative evaluation comes from thinking of others' judgments whether being teachers or classmates, this worry would make the learner to perform weakly because all his thought is on others rather than what concerns him. Thus, oral performance would not succeed till this hurdle will be eliminated by the learner himself.

On the other side, the individual's perception and misperception of his or her capacity and ability is expected to play a significant role in the learning process. Without giving attention to capability, which could be a problem for learners to accomplish their goals, they will underestimate their possibility of success. Learners who are anxious when communicating orally, those who continue to think about their learning difficulties, they cannot be able to manage to focus on the language task.

Anxious students tend to have a more negative self-perception and tend to misjudge their capacity mainly in the speaking skill. Young (1999) confirmed that anxiety may be interrelated with self-considerations of failure and negative self-perception. Due to these reasons, students consider speaking in front of their colleagues one of the most common causes of anxiety. Generally, if their proficiency in the foreign language is limited, answering a question in the foreign language may be an activity that causes stress; fear and anxiety. Therefore, the cognitive performance will suffer because the student cannot focus on the task and the oral performance will not be as good as anticipated.

In both kinds the learner has a pessimist vision about himself. The fear of negative evaluation is found in all aspects of life, but when it comes to oral communication it complicates the oral performance because the attention of the speaker is on the mistakes and on others 'sights. Nevertheless, negative self - perception is when someone does not trust his or her capacity and he expects negative

results. Consequently, the achieved outcomes of oral performance will not be good as expected.

5.1.3. Lack of Motivation

Motivation is a fundamental factor which triggers anxiety when lacking. Motivation is the driving power behind learner behavior. Those motivated learners are those who have made a conscious decision to devote a big time and great effort to obtain something that they value in order to reach proficiency (Weiner, 1992). It is one of the most important means to success in learning.

Yet, the lack of motivation still establishes a serious problem for both teachers and learners in language classrooms. The lack of motivation might make the learner anxious, apprehended, and upset to speak or to learn a new language (Cort, 2012). Therefore, if students do not trust that their efforts are expected to improve their performance, they will not be motivated to work hard. Motivation can be affected, for example, if a course that has a status for being difficult, they may be convinced that they cannot do the work. In addition to that, if students associate their success to their innate capacities rather than effort, they may not be motivated to work. This can happen whether they believe they own the necessary abilities or lack them. Then, language learning necessitates time and effort and when learners lose their wants and desire to learn they will gain the poorest results.

5.1.4. Speaking Activities and Competiveness

The assignment of speaking in a foreign language is more challenging because it includes learning a new language and using it. Strong confirmation of the negative influence of oral performance practices on language anxiety was first noticed in the study prepared by Horwitz and Cope (1986). Who observed that students with high level of language anxiety were firstly troubled to communicate in the foreign language. Thus, most of anxious learners highlighted that speaking in front of an audience was the worst experience for them. Likewise, in the speaking skill there are particular activities that maximize anxiety. For example, to deliver a prepared conversation in front of the classmates, to make an oral presentation or skit, and speak

in front of the class, and role play situation spontaneously are considered to be the main anxiety evoking activities. Hence, the important influence of speaking activities on learners' anxiety should be taken into consideration from educators when preparing activities to their students.

Competitiveness plays a main role in determining students' speaking anxiety. According to Bailey (1983) competitiveness among language learners can raise states of anxiety. She claims that learners become more anxious because when they associate themselves with others, which can be hardly themselves less skillful. In the same way, Oxford (1999) claimed that competitiveness may be associated to language anxiety but they propose that it generally depends on the students themselves, their learning style preferences, and the kind of the competition, demands and rewards of the environment (p.216).

As a result, those learners particularly in competitive environments may appreciate competition and in such a situation it would not have any impact on their learning process. Therefore, it is probable to understand that creating a low anxiety classroom mood should be one of the main roles for language educators. So, if learners recognize their anxieties about language learning, they will be able to manage with anxiety in different situations with more useful methods.

What's more, speaking activities include the practical part of language. While reading and writing are the input and the theoretical part of language, as a result, we may find some learners with greater level in writings. In contrast, the speaking skill requires practice in classroom and out of it. Competitiveness may either support or weaken the desire of improving someone's level of language. And it may also make students anxious due to their attachment to others. Otherwise, it pushes the learner to compete and then get better accomplishments.

6. What Is Pronunciation?

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and imitating the teacher or the speaker who is skilled in pronunciation. Consequently, learners will be corrected when they produce words or sentences in inaccurate manner.

When learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002), pronunciation is the production of sounds that is used for making meaning. Other definitions are set as follows:

“Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint” “(Paulston & Burder, 1976). “Pronunciation is the way of uttering a word in unaccepted manner” (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as “the method of producing certain sounds”.

Pronunciation is something that is very important especially in oral communication. Therefore, the more your pronunciation is good the more your speech is understood and then your communication is going to be performed in a flexible manner. On the other hand, when this skill missed or imperfect then the oral communication fails and the speaker will be misunderstood.

6.1. Intelligible Pronunciation vs. Native-like Pronunciation

The point is simply to decide whether to train learners to become native-like speakers of English or work on an accent which gives them the chance to have an intelligible pronunciation in which they can be understood. It is a fact that native-likeness or near native-like pronunciation represents a favorite objective for any learner of English as a foreign or second language. Such learners, who tend to give high importance to the way they sound, strive to avoid the effect of their mother tongue accent when speaking English. Some of these learners tend to show a negative attitude about their non-native accent and feel embarrassed of their oral performance.

Yet, the idea that learners should speak and sound like native speakers is an illogical goal for a significant number of scholars. McDonough & Shaw (2013, p. 160) ascertain that “[c]ertainly a native speaker model is unrealistic for the majority of learners, and ‘perfection’ is an unachievable goal”. This does not denote that pronunciation cannot be learned, it should however be learned and taught with the

objective of communicative ability in mind. Non-native users of English feel they have the right to understand and be understood when involved in oral interactions.

In this sense, teachers and learners should set realistic goals for pronunciation teaching. Burns and Claire (2003) are in favor of a teaching of pronunciation that prioritizes intelligibility, comprehensibility, and interpretability. In the same line of thought, Howlader (2010) argues that mutual intelligibility, comprehensibility, and neutral accent can enhance oral communication.

In the same point, Morley (1991, p. 488) stresses the significance of intelligible pronunciation as an important component of communication competence. The discussion above can be best summarized by Celce-Murcia et al. (2010, p. 9):

“The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate”

6.2. Methods in Pronunciation Teaching

EFL teachers use different approaches in the teaching of pronunciation. This diversity of approaches may be affected by the beliefs and attitudes they have about, how language can be seen and the aim behind its use. Moreover, they may contrast their visions about the importance of pronunciation, its instruction, and its role. The idea in this part is to discuss some of the approaches that most scholars have shown interest in, claiming their usefulness to achieve oral mastery and improve communicative skills.

Five main approaches dealing with the teaching of pronunciation are discussed in the following lines.

6.2.1. The Top-down Approach vs. The Bottom-up Approach

One fundamental question that necessitates an answer is what are the strategies and techniques that are used by learners to process information and build their

knowledge. Psychologists and psycholinguists similarly have tackled this issue putting forward two main approaches, namely: top-down and bottom-up approaches.

According to Pennington & Richards (1986), “an effective teaching of pronunciation must include segmental features, voice-setting features and prosodic features”. It is obvious that both segmental and supra-segmental features should be included in EFL syllabi. The idea is to decide which order to implement. This varies in the order; sequencing and way the features of pronunciation are instructed.

When the reference is made to a bottom-up approach, anyone can understand that the teaching methods are intended to move from the simple unit to the more complex. As far as pronunciation teaching is concerned, such approach manages pronunciation by teaching subdivisions initially, and then moving to supra-segments as an additional skill to teach. More precisely, it is based on beginning with the articulation of individual sounds or phonemes and moving on to stress, rhythm, and intonation. Dalton and Seidlhofer (1994) put forward that the assumption behind such an approach is that if the segmental features are learnt firstly, the supra-segmental features will consequently be acquired without having recourse to formal teaching.

Nevertheless, a considerable number of scholars insisted that pronunciation should be taught using a top-down approach, i.e. concentrating on the rhythm and intonation of complete phrases and sentences (Pennington & Richards, 1986; Pennington, 1989). The justification of such educational sequencing is based on research showing that prosodic or supra-segmental features of language contribute more to intelligibility than do segmental features that can be more easily decoded through context (Anderson-Hsieh & Koehler, 1988; Anderson-Hsieh, Johnson, & Koehler, 1992; McNerney & Mendelsohn, 1992; Gilbert, 1993).

In this sense, Bian (2013) suggests the implication of strategies that give more attention to supra-segmental. Pennington and Richards (1986) agree that segmental accuracy should not be the important aim of teaching because "accurate production of segmental features does not in itself characterize native-like pronunciation, nor is it the primary basis for intelligible speech" (p. 218). Derwing and Rossiter (2003) clearly

stand in favor of more stress on supra-segments instruction and state “[w]e do not advocate eliminating segment-based instruction completely, however, if the aim of pronunciation teaching is to help students become more understandable, then this study suggests that it should include as stronger emphasis on prosody” (p. 14).

In like manner, Lee (2008) claims “that there needs to be more focus on the suprasegmentals of stress, rhythm, intonation and juncture as practiced in discourse beyond the phoneme level”. The assumption that learners are to be trained in prosodic features is also necessary to optimize their communicative language ability. Gilbert (2008 p. 8) summarizes this position saying:

“[W]ithout a sufficient threshold-level miscomprehension will not advance, no matter how much effort is made on training individual sounds. That is why the highest priority must be given to rhythm and melody in whatever time is available for teaching pronunciation. If there is more time, then other lower priority topics can be addressed (e.g., the sound of the letters th, the difference between the sounds associated with r and l, etc.), but priority must be given to prosody.”

The basic idea in both bottom-up processing and top-down processing is that there is obvious attention and usage of one type of features (segmental or suprasegmentals) and the other kind will take care of itself. Teachers need to know about and trained in both approaches so that they can implement the suitable processing to reach the targeted goals.

6.2.2. Intuitive-imitative, Analytic-linguistic and Integrative Approaches

According to Celce-Murcia et al. (2010), three approaches to pronunciation teaching are generally suggested. These are the intuitive-imitative approach, the analytic – linguistic approach, and the integrative approach. These approaches are a combination of classical traditional methods and techniques and modern ones.

6.2.3. The Intuitive-imitative Approach

The intuitive-imitative approach to teaching pronunciation “depends on the learner’s ability to listen to and imitate the sounds of the target language” (Franklin Thambi , 2016, p. 10) . The learner’s inherent ability and their exposure to spoken

language “will give rise to the development of an acceptable threshold pronunciation without the intervention of any explicit information” (Hismanoglu & Hismanoglu, 2010, p. 984). Such an approach depends on an implicit and indirect manipulation and instruction of pronunciation features. Learners are supposed to be involved in ‘listen and repeat’ activities in the form of phonetic drills.

The effectiveness of this approach depends greatly on two aspects. First, learners should be exposed to a ‘good’ model of pronunciation. This presupposes native-like competence on the part of the teachers and the availability of audio material to expose learners to natural authentic spoken English. Two, the capacity of learners to listen and reproduce the same pronunciation features they are trained on. In here the listening skill plays a big role. Therefore, the learners who are competent in listening are supposed to have an effective and good pronunciation.

6.2.4. The Analytic-linguistic Approach

Pronunciation is approached by selecting explicit information about pronunciation is adopting. Literature in the field of second language learning qualifies this approach as the analytic-linguistic one. According to Celce-Murcia et al. (2010, p. 2), the analytic-linguistic approach:

- (1) Utilizes information and tools such as a phonetic alphabet, articulator descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production.
- (2) Explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language.
- (3) Was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

6.2.5. The Integrative Approach

Gilbert (1987) sets apart the linking of pronunciation practice with the teaching of listening. This may lead to the use of pronunciation-focused listening activities to

adjust pronunciation learning. Watts and Huensch (2013) support an integrated teaching of pronunciation, listening and speaking. They believe that “an integrated SPL [speaking/pronunciation/listening] curriculum can offer a meaningful way to contextualize pronunciation points in addition to providing opportunities for students to connect the various pronunciation topics covered” (p. 273).

An extensive integration of pronunciation can be done through the implementation of meaningful task-based activities and communicative speaking activities (Ellis, 2003). Lee (2008) believes that “in the integrative approach, pronunciation is viewed as an integral component of communication, rather than an isolated drill” (p. 1). In the same point, Setter and Jenkins (2005, p. 12) state: that pronunciation needs to lose its isolated character and be treated pedagogically as part of communication and discourse. This would mean focusing on what will help a learner make meaning in communicative situations at the same time as learning about other aspects of language.

7. The Importance of Teaching Pronunciation

Many scholars cited the importance of teaching pronunciation especially for both listening and speaking; It is an aspect of language which is frequently given less attention, if not completely ignored, by the teacher in the classroom” (Pardo 2004: 7). Pronunciation is significant because it does not matter how good learners` vocabulary or grammar is if no one can understand them when they speak! And to be understood, learners are required to have a good mastery of the sounds, rhythms and stress of English and how they are made together in connected speech. Students who are more skilled in pronunciation will be understood even when they commit mistakes and errors in some words, while those with unintelligible pronunciation will remain unintelligible especially in oral communication, even if they have expressed themselves using an extensive vocabulary and perfect grammar.

Yet, many students find that pronunciation is one of the most difficult aspects of English to control, (Yates & Zielinski 2009: 11). Unfortunately, pronunciation seems to be a perennial hot topic for language learners, and yet many instructors

confirmed that pronunciation is not given the attention which deserves in teacher training courses.

Cook (2001: 86) cited that in language teaching, pronunciation has been seen as minor compared to fundamental aspects such as vocabulary or grammar. The neglect or giving less emphasis on pronunciation in language teaching has hindered not just the students` ability to pronounce words, but also their central capacity to process and learn the language. She recommends putting pronunciation in a serious position, not just for its own sake, but as the basis for speaking and comprehending. On the other hand, she adds that this does not mean it should not be done at all and she recommends occasional short sessions guiding learners` attention to practice aspects of pronunciation that are clearly causing problems for them, as well as casual correction in the course of other activities. As stated by Harmer (1993: 186), an instructor has to decide when to include pronunciation teaching into lesson series. For example, sometimes students may listen to a longer tape, working on listening skills before moving to the pronunciation part of the series. Sometimes learners may work on aspects of vocabulary before going on word stress, sounds, and spelling. And sometimes learners devote a few minutes on a particular aspect of intonation or on the contrast between two or more sounds. When students listen to a tape, for instance, one of the things which could be done is draw their attention to the pronunciation features on the tape, if necessary having students work on sounds that are especially prominent.

There are also psychological factors that affect the learning of pronunciation. For one reason, the most basic elements of speaking are deeply personal. Therefore, it is common for students to feel anxious when they hear themselves speak with the rhythm of EFL. They find that they “sound foreign” to themselves, and this is disturbing for them. Some teachers attempt hardly to teach pronunciation as if it was a course in phonetics, and this also tends to disappoint both teachers and students. Some course books present impracticable stress and intonation rules. If instructors become conscious of the teaching pronunciation importance of discourse intonation as a simple foundation system, pronunciation becomes much more satisfying for both teachers and students (Gilbert 2008: 42)

8. Conclusion

To conclude, the information provided above sum up the background on anxiety in general and foreign language speaking anxiety in specific. It was dealt by the types of anxiety (States-Trait Anxiety, Situation Specific Anxiety, Facilitating-Debilitating anxiety), and then the light was shed on the causes of anxiety in oral performance which were as follows: Communication apprehension and Test anxiety, Fear of negative evaluation, Negative self-perception, lack of motivation Speaking activities and Competiveness. In addition, some approaches to teaching pronunciation where given including the classical ones and the modern ones. Likewise, the importance of teaching pronunciation was mentioned as well. In the last, the importance of teaching pronunciation was provided. Then the collected data was analyzed. Finally some suggestions and recommendations were given for both teachers and students.

Chapter two

Research Design and Data Analysis

1. Introduction

The present chapter is devoted to the description and identification of some components selected and used for this research work. At the beginning, it overtly identifies the chosen sample population (EFL teachers and first year students) whose collaboration contributed in constructing this research work. Then, it sheds light on the research instruments chosen for data collection and the procedure of each one. The collected data is first analyzed and then, the results are interpreted. Finally, some suggestions and recommendations are given to help bettering learning process in general and ameliorate the oral skills in particular.

2. Research Design

The present investigation is conducted in the form of case study as an attempt to collect reliable findings by means of systematic procedures. Actually, such procedure helps collecting valuable and valid data about anxiety in oral performance faced by EFL students in the English department at Tlemcen University. Since the situation is of practical aspect, the researcher opted for triangulation enclosing the three instruments that scrutinize any detail about the given learning process. The focus is put on the main actors looming largely in the process of teaching and learning; hence, EFL teachers and first-year EFL learners. In the same line of thought, the setting where this teaching-learning situation takes place had proven to provide extra information since the researcher has hopefully attended three sessions whereby notes and remarks have been recorded on the running of this process.

2.1. Sampling

The population of this case study comprises first-year EFL learners and EFL teachers at Tlemcen University in which a sample of 30 students are randomly selected in addition to 6 teachers who are selected on the basis of particular criteria. The main criterion is of long-teaching experience.

2.2. EFL Students' Profile

The present study is conducted with first-year EFL students at the English department of Tlemcen University. Thus, a sample of 30 students was chosen randomly to avoid biased results. These students passed to higher education after

getting a minimum grade of 10 in the Baccalaureate (BAC) exam as a final contest in secondary education. These randomly selected participants use English as their second foreign language and they have been studying it for seven years before studying it as their major subject matter at university. However, it is worth noting that these students during their former learning of English in lower levels (Middle and Secondary schools) were mainly confronted to the written form of the language. As a matter of fact, the official final exams are conducted in their written aspect. Therefore, no oral testing is put forward to initiate these learners to practice the language in its oral form.

2.3. EFL Teachers' Profile

This investigation included a sample of 6 EFL teachers who were required to deliver information about their perspectives on how the phenomenon of anxiety in oral performance may affect in the learning progress and what are the ways that can reduce the level of anxiety.

The participants were selected with regard to specific features, namely, the experience of teaching. The fundamental reason behind choosing these teachers is that they have been teaching English and COE (henceforth, Comprehension Oral Expression) for at least 5 years. Hopefully, these EFL teachers would provide informative data about the phenomenon of anxiety within EFL classrooms.

3. The Research Instruments

In the present investigation, the researcher used three instruments, namely, the questionnaire for EFL students and the interview for EFL teachers. Class observation was used in an attempt to collect qualitative and objective data.

3.1. Questionnaire

To start with, the questionnaire is a group of written questions concerning a subject of interest in which it provides the researcher with the needed information about the informant's beliefs, attitudes, motivations, etc. In the same area, Brown (2001) states "questionnaires are written instruments that present respondents with a series of questions or statements which they are to react either by writing out their answers or selecting from existing answers" (p. 6).

In this sense, the questionnaire covers three types of questions namely; close-ended, multiple-choice and open-ended questions. Therefore, the researcher used the close-ended and the multiple-choice to make the participants feel at ease, and answer the questionnaire confidently with some freedom requiring comments when and where necessary.

3.2. Interview

The interview is considered as one of the main research instruments used for collecting data. It is characterized by a direct interaction between the researcher and his sample population. This method allows the researcher to elicit relevant data directly from the source “informants”. Consequently, the research process would be more practical and systematic.

There are three main types of interview designs: Structured interview, semi-structured interview, unstructured interview. The first type is the structured interview which includes a standard and pre-planned group of questions that are asked orally in a systematic way in which the researcher would be able to gather reliable and valid data. Furthermore, the second type is the semi-structured interview. It is a flexible method whereby a partial pre-planning of the questions is set to allow interviewees add information by providing more details. The third type is the unstructured interview which has a topic area to be explored, whereby an opening question would open and introduce the topic to the respondents in which they are free to express their ideas.

3.3. Classroom Observation

It is a research instrument which allows the researcher to cover many aspects by using the five senses. It gives the researcher a clear view about the sample’s behavior in their educational setting. This view is supported by Marshal and Rossman (1989, in Kawulich, 2005:02) who sees classroom observation as “the systematic description of events, behaviors, and artifacts in the social setting chosen for study”.

For this case study, classroom observation will permit the researcher to examine the real life situation by observing the symptoms that occur when students speak. As a

result, this tool helps to discover the reasons of anxiety in oral communication as well the ways used by teachers enabling students to cope with the obstacle easily.

4. Data Analysis

4.1. Student’s Questionnaire Analysis

Q 1: Choosing English at university was:

Options	Participants	%
Your choice	25	83%
Obligated	5	17%

Table 2. 1Participants’ choice to study English

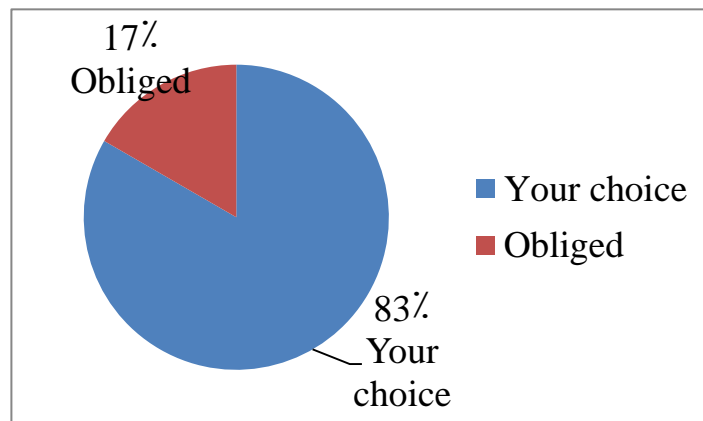


Figure 2. 1 Participant’s choice to study English

This question was asked mainly to know if the choice of studying English is voluntary or forced.

In this question, the results indicate that (83%) of first year EFL students choose English voluntarily .Whereas, the rest of them (17%) were obliged to study English for some reasons.

Q 2: Do you think that learning English is something difficult?

Options	Participants	%
Yes	5	17%
No	25	83%

Table 2. 2 Participants' opinion about difficulty of learning English

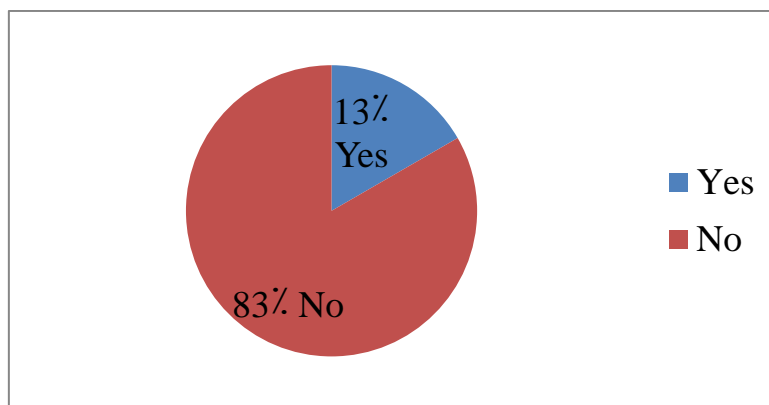


Figure 2. 2 Participants' opinion about learning English

By this question we want to know how EFL students consider the learning of English.

Concerning this question, a great number of students (83%) stated that learning the English language is something not difficult. On the other hand, some of them (13%) said that learning English is somehow difficult.

Q3: Do you get better marks in?

Options	Participants	%
Oral tests	14	47%
Written tests	16	53%

Table 2. 3 Participants ‘marks in oral tests and written tests

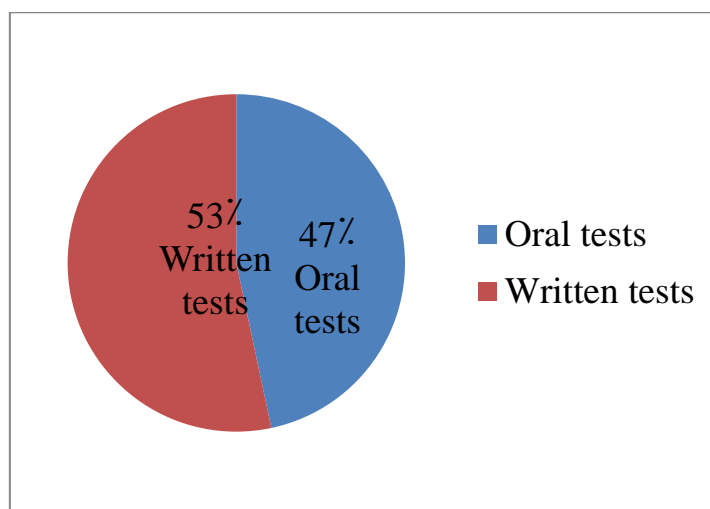


Figure 2. 3 Participants’ marks in oral and written tests

This question aims to see in which tests do EFL students get better marks (written or oral).

In this question, EFL students were asked in which tests they get better marks whether in written or oral tests. Results show that (53%) stated that they get better in written tests. However, (47%) of the students said that they get better marks in oral tests.

Q4: Does pronunciation affect your oral performance?

Options	Participants	%
Yes	18	60%
No	12	40%

Table 2. 4 Participants' opinion about the impact of pronunciation on oral performance

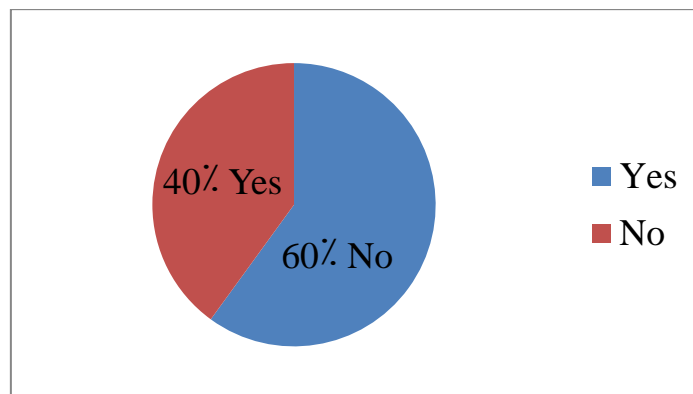


Figure 2. 4 Participants' opinion about the impact of pronunciation on oral performance

This question aims to show if pronunciation affect the oral performance in English.

We have found that the students who claimed that pronunciation affects their oral performance are eighteen (60%). And those who stated that pronunciation does not affect their oral performance are twelve (40%).

Q5: If yes, to what extent does pronunciation affect your oral performance in English?

Options	Participants	%
Very much	2	7%
Sometimes	13	43%
Rarely	4	13%
No answer	11	37%

Table 2. 5 Participants' opinion about the extent to which pronunciation affects oral performance

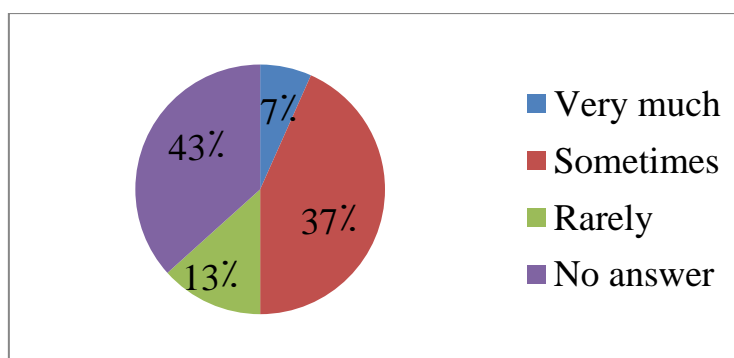


Figure 2. 5 Participant's opinion about the extent to which pronunciation affects oral performance

The purpose behind this question is to see the level of anxiety and how pronunciation affects their oral performance.

The results illustrates that the number of students who claimed that sometimes pronunciation affects their oral performance are thirteen approximately the half (43%). In addition to that, those who are rarely affected by pronunciation in oral performance are four (13%). Some of the students two (7%) are affected by pronunciation to high extent. The rest of participants are with no answer; they are eleven (37%) this happens due to the previous question which contains “If yes”, so they are not concerned with answering this question.

Q6: How do you feel when you commit a pronunciation mistake in class?

Options	Participants	%
Anxious	19	63%
Comfortable	3	10%
Indifferent	8	27%

Table 2. 6 Participants’ feelings when they commit a pronunciation mistake

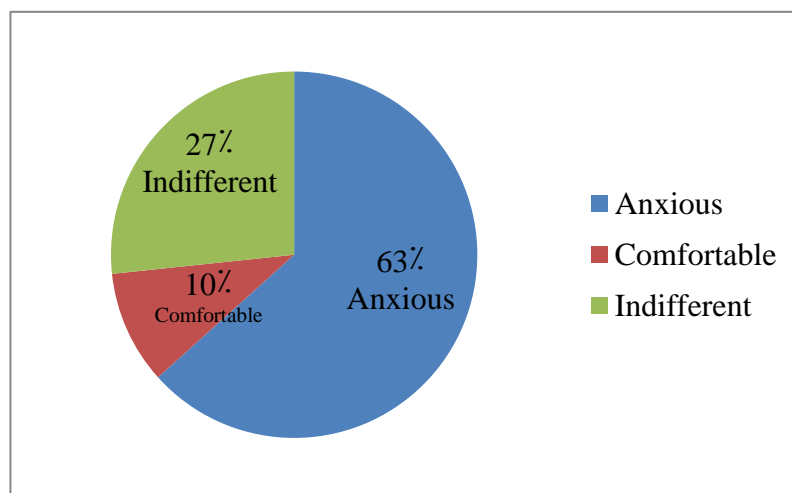


Figure 2. 6 Participant’s feelings when they commit a pronunciation mistake

This question was asked in order to investigate the feeling of students when they commit a pronunciation mistake.

The participants were asked about their feelings when they commit a pronunciation mistake. A great number of students declare that they feel anxious when committing a pronunciation mistake; they are nineteen (63%). By contrast, those who feel comfortable are very few three (10%). The remaining students feel indifferent they are eight (27%).

Q7: does pronunciation make English learning difficult?

Options	Participants	%
Yes	8	27%
No	22	73%

Table 2. 7 Participants' opinion about whether pronunciation makes English learning difficult or not.

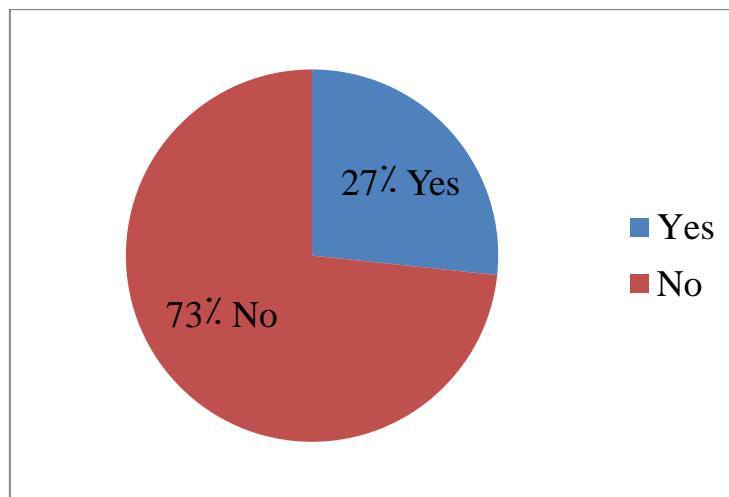


Figure 2. 7 Participant's opinion about if pronunciation makes English difficult or not

The aim behind this question is to know if pronunciation is an obstacle to learn English.

The results above show that the participants who think that pronunciation is not making the learning of the English language difficult are the majority of participants twenty two (73%). Whereas, those who think that pronunciation makes English learning difficult are eight (27%).

Q8: Why do you feel anxious?

Options	Participants	%
Fear of making pronunciation mistakes	18	60%
Lack of motivation	6	20%
Lack of self-confidence	6	20%
Others	1	3%

Table 2. 8 Participants’ causes of their speaking anxiety

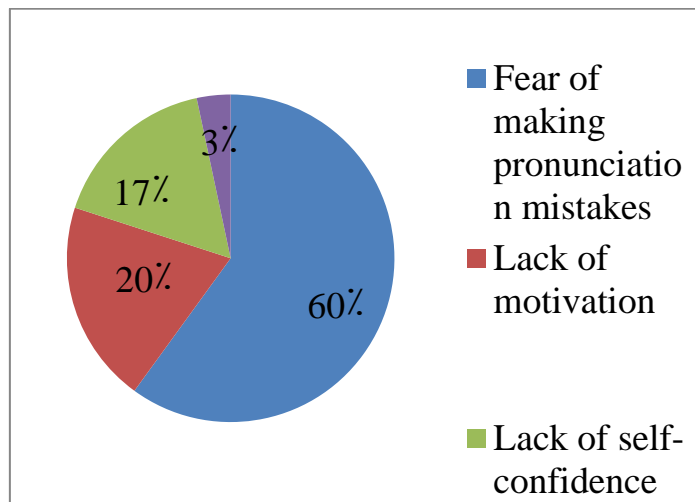


Figure 2. 8 Participants’ causes of their Speaking Anxiety

The purpose of this question is to know the reasons of anxiety in oral performance.

From the statistics we found that the students who referred their speaking anxiety to fear of making pronunciation mistakes are eighteen (60%). Six (20%) of them say that it is due to lack of motivation, and five (17%) of them who referred speaking anxiety to lack of self-confidence. Moreover, in the questionnaire we gave students the chance to suggest more choices and we found that one (3%) state that their speaking anxiety is due to lack of practice.

Q9: Do you feel anxious when your teacher corrects your pronunciation?

Options	Participants	%
Always	2	7%
Sometimes	15	50%
Rarely	13	43%

Table 2. 9 Participants ‘feelings when their pronunciation is corrected by the teacher

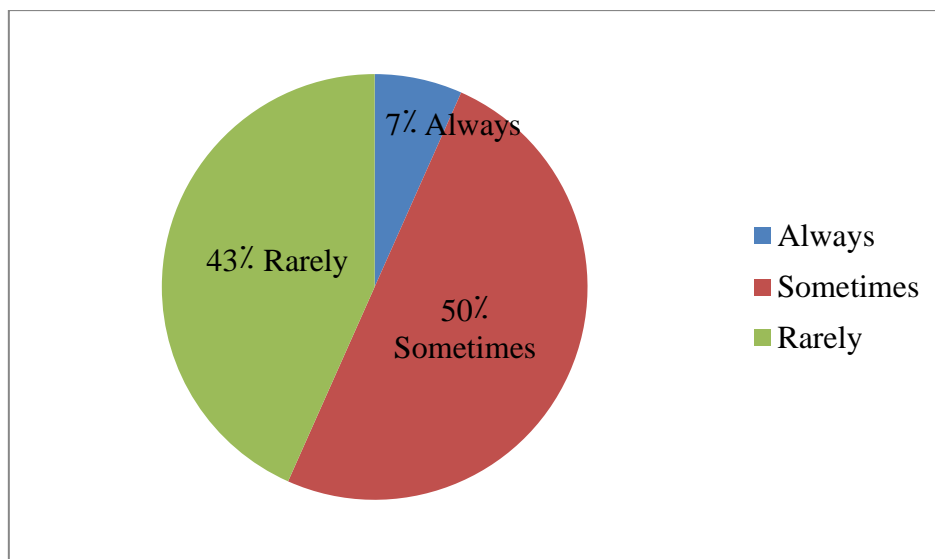


Figure 2. 9 Participants ‘feelings when their pronunciation is corrected by the teacher

The researcher here wants to know if students feel anxious when their pronunciation is corrected by their teacher.

The results show that the number of participants who sometimes feel anxious are half of participants fifteen (50%). While, the number of students who rarely feel anxious when their pronunciation is corrected are thirteen (43%).

And those who always feel anxious when they are corrected are two (7%).

Q10: In which situation do you feel more anxious when you speak?

Options	Participants	%
In front of your class mates	21	70%
Speaking to a teacher	6	20%
Calling up in a phone	3	10%

Table 2. 10 Participants ‘opinion about the situations in which they feel more anxious when they speak

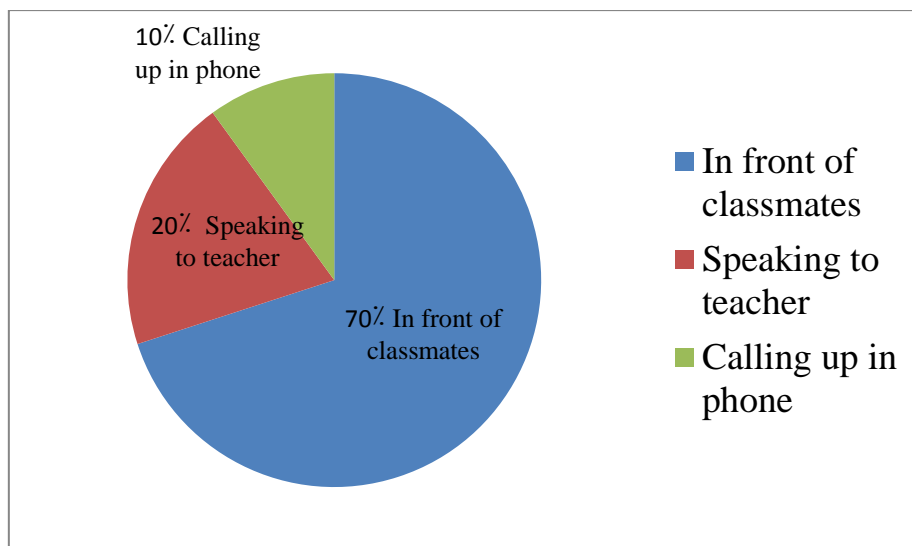


Figure 2. 10 Participants ‘opinion about the situation in which they feel more anxious when they speak

This question was asked to show in which situation students feel more anxious when they tend to speak.

The results reveal that students who feel more anxious when they are in front of their classmates are the majority twenty one (70%). And students who feel anxious when they speak to teacher are six (20%). The rest of students who are three (10%) feel more anxious when they tend to speak in case of calling up in phone.

Q11: In which speaking activities do you feel more comfortable?

Options	Participants	%
Free discussions	21	70%
Presenting a prepared expose	5	20%
Talking about selected topics	4	10%

Table 2. 11 Participants ‘preferable speaking activities in which they feel more comfortable

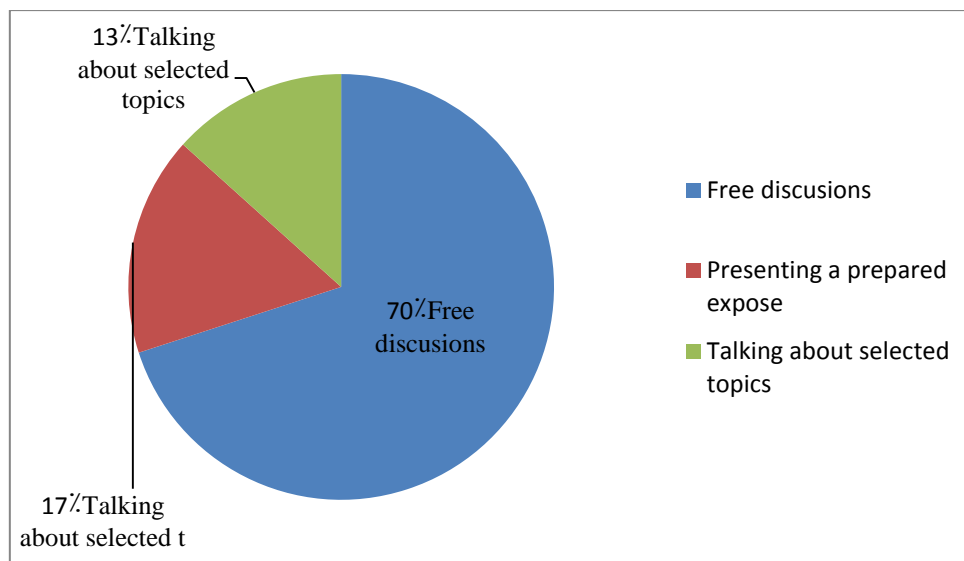


Figure 2. 11 Participants ‘preferable speaking activities in which they feel more comfortable

The aim behind this question is to determine in which speaking activities students feel more comfortable.

The results show that most of the students prefer free discussions in which they feel more at ease 21 (70%). And the students who prefer presenting prepared expose are 5 (17%).The rest choose talking about selected topics who are 4 (13%).

Q12: What can reduce your anxiety?

Options	Participants	%
Practice and preparation	8	27%
Not thinking of making mistakes	4	13%
Trusting yourself	15	50%
Use relaxation techniques (breathing, muscles relax)	3	10%

Table 2. 12 Participants ‘opinion about how anxiety can be reduced

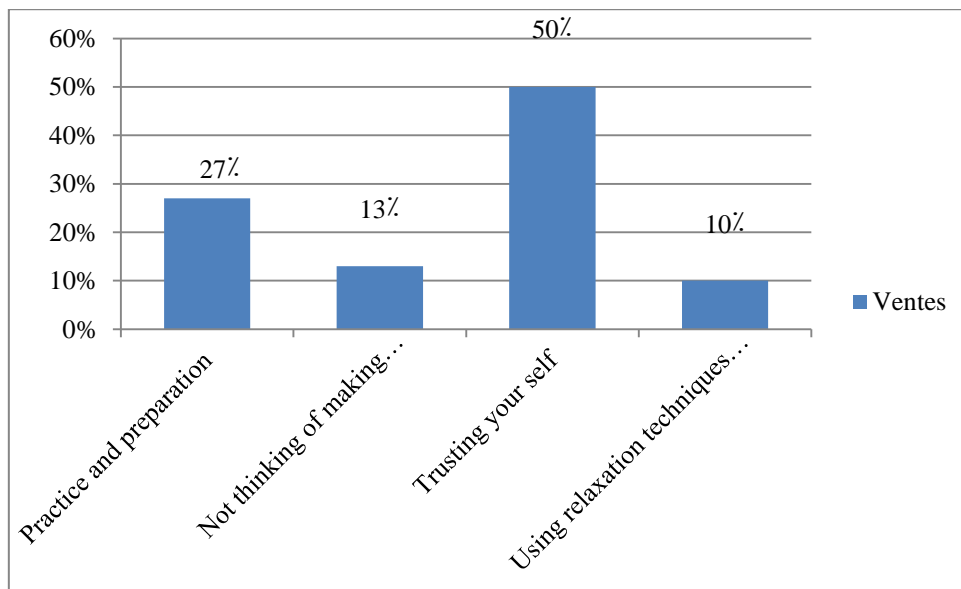


Figure 2. 12 Participants ‘opinion about how anxiety can be reduced

By this question, the researcher wants to know the tools which can contribute in reducing the level of anxiety.

Fifteen students (50%) think that self-confidence can reduce the level of anxiety. Furthermore, another group of participants see that practice and preparation is the way that can reduce anxiety; they are eight (27%). 4 participants (13%) believe that not thinking of making mistakes is the best way. The rest of participants consider using relaxation techniques is helpful for decreasing the level of anxiety.

Q13: What do you want from your teacher to do in order to help you reduce your anxiety?

Options	Participants	%
Creating a good atmosphere in classroom	4	13%
Making a good relation between student and teacher	10	33%
Enhancing group work	2	7%
Varying speaking activities	5	17%
Using humor when correcting student' mistakes	9	30%

Table 2. 13 Participants ‘opinion about the teacher’ role to help reducing student’s anxiety

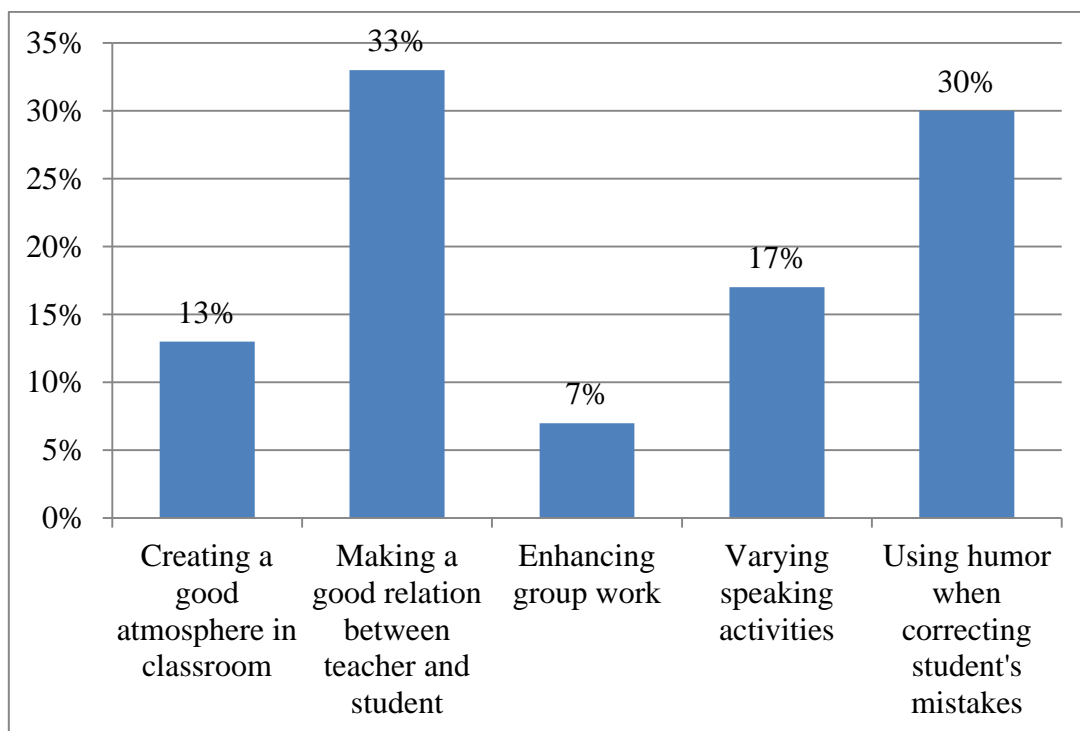


Figure 2. 13 Participants ‘opinion about the teacher’s role to help reducing student’s anxiety

This question was asked in order to investigate the teacher’ role in helping to reduce student’s anxiety.

The statistics show that the students who want from the teacher to make a good relation with students in helping them reduce their anxiety are ten (33%). Whereas, students who think that using humor by the teacher when correcting student's mistakes is the best way are nine (30%). And some of students think that varying speaking activities is the needed for helping to reduce the anxiety level; they are five (17%). And four students (13%) who want from their teachers to create a good atmosphere in classroom to reach the goal. The rest two (7%) would like from their teacher to enhance group working.

4.2. Teacher's Interview Analysis

Question 01: How many years have you been teaching English?

This question was intended to know the experience of EFL teachers who are in charge of teaching oral expression (COE). Most of teachers answered that they have an experience of teaching between 5 to 15 years. Therefore, the addressed teachers who were chosen randomly have a large experience in EFL classrooms in general.

Question 02: What can you say about student's level in oral communication?

This question was asked to show the level of 1st year EFL students at Tlemcen University.

Dealing with this question, EFL teachers provided some views about student's level in oral communication. The majority of teachers assumed that the level of oral production is unlike written production. They said that oral production is weak due to the neglect of oral training in the middle and secondary schools curriculum; in which they give more importance to grammar and written skills. The rest of teachers think that it is due to the lack of practice and some psychological aspects.

Question 03: What do you know about anxiety in oral performance?

This question was asked in order to investigate the existence of anxiety in oral communication.

The overall numbers of teachers say and share approximately the same idea and vision. They agree that this type of anxiety is very familiar in EFL classroom at all

levels. And typically related to first year EFL students; in which they confront the oral aspect of language for the first time. They assume also that this phenomenon is real menace for the learners in their academic career.

Question 04: What are the main causes of anxiety in oral performance?

This question sought to show the main causes of anxiety in oral performance.

EFL teachers were asked to give the causes of anxiety; some of them claim that it is a problem of confidence, and most of students do not have self-confidence. Whereas, the rest presume that it is because of lack of motivation. The rest supposes that it is due to lack of practice of the language and relying on spoon feeding when learning.

Question 05: Is pronunciation one of the causes?

The aim behind this question is to see if pronunciation can cause anxiety in communication.

About this question, teachers suppose that pronunciation play a crucial role in oral communication, and in both listening and speaking skills. Hence, they consider pronunciation as a reason of being anxious in some cases; when speaking with fear of making mistakes or the fear of being corrected, otherwise pronunciation do not affect learners . But it still remains a part of language that cannot be neglected.

Question 06: How do you behave when you see your students suffer from anxiety?

In this question we want to clarify the way teachers behave when they see anxiety among their learners.

The results show that most of teachers confront anxious students in their journey of teaching. Therefore, the behavior differs from one teacher to another; some teachers prefer to encourage them by giving the chance to present themselves without correcting them or correcting them with a funny way. Many teachers assume that students who are anxious should be treated in manner of avoiding embarrassment; when the teacher want to remark him; it is preferable to take him aside and explain the

problem. The rest presume that when giving students a big care that can make them feel at ease and therefore anxiety level will reduce.

Question 07: Do you have a good relation with your students?

By this question, the researcher wants to see if the relation between students is good or the opposite.

The interviewers declare that they do their best to have a good relation with students which enable them to enhance their work. Thus the results show that most of teachers say that the relation between them and their students is good. They feel that they are with their classmate and then the process of teaching and learning will be facilitated. On the other hand, the remaining teachers declare that the relation is a relation between a teacher and his or her student.

Question 08: In which activities do students feel more comfortable?

This question sought to show which activities make students feel more comfortable.

In this question, approximately all teachers agree that our students used to get spoon feedings in their studies which make them lazy. Moreover, most of learners do not like activities that require efforts due to the classical approach in which the teacher is purveyor of knowledge; i.e, everything is based on the teacher. In this vein, nearly all teachers confirm that students feel more comfortable in activities where the teacher give them the chance to choose whatever they like; like free discussions and presenting dialogues chosen by themselves and also in delivering plays. Furthermore, some students prefer the activity of filling the gaps

Question 09: How can students overcome and reduce the level of anxiety in oral performance?

Here the researcher's attention is to determine the ways and solutions that can help in reducing the level of anxiety.

The EFL teachers were asked about the ways of lessening anxiety in oral performance. The results were all the same. Teachers assume that self-confidence is

the most important aspect in dealing with anxiety. In addition to that, motivation can lower anxiety because it is the aspect that gives the whim to students to go forward. And they mention also the role of mastery of the language in oral performance, because without mastery of language, the level of anxiety is going to raise; so learners are required to learn and practice the language in order to overcome this handicap which prevents them from reaching proficiency and self-confidence in oral performance.

4.3. Classroom Observation Results

During the classroom observation which lasted for three sessions, the researcher gained results from using a rating scale and note taking. Furthermore, the classroom observation was repeatedly counted, i.e. counting the number of occurrences of the observed actions. Below is a table showing the main results of class observation. These are sketched out as follows:

	Yes	No
Started to panic when making pronunciation mistake	73%	27%
Feeling anxious when speaking in front classmates	66%	34%
Giving more importance to pronunciation than grammar when speaking	57%	43%
Trembled when his or her pronunciation getting corrected	56%	44%
Feeling comfortable when the teacher use humor in the lecture	92%	8%

Table 2. 14 Existence of anxiety in oral communication during class observation

During the sessions of classroom observation, the researcher could observe that students do not experience anxiety when their teachers use humor during the lecture represents (92%). And It was also observed that students started to panic when making pronunciation mistakes which represents (73%). Moreover, it was strongly observed

that the role of students who feel anxious when speaking in front classmates is (66%). In addition to that, it was noticed that students who give more importance to pronunciation than grammar when speaking are about (57%). And those who trembled when their pronunciation is getting corrected represent (56%). Then the table below sketched out some behaviours on students 'behalf when speaking. These different situations are repeated as follows:

	Yes	No
Making pronunciation mistakes when speaking	65%	35%
Mispronunciation of words they already know	58%	42%
Hesitating when performing orally	70%	30%
Making grammatical errors when speaking	54%	46%

Table 2. 15 Students 'Oral Proficiency in different situations

Students in different speaking situations were making various pronunciation mistakes (65%) such as in words that have Latin origins and plural forms. In addition, most of students show a high level of hesitation when performing orally (70%). Moreover, it was observed that many students mispronounce words which they already know with (58%). Furthermore, it was noticed that students commit many grammatical errors when speaking (54%) such as in using the past tense of verbs or the misuse of 's' of the third person singular in the present simple tense.

Next, is another table summarizing the teachers' behaviour during their students' oral performance. These behavioral traits are shown as follows:

	Yes	No
Tolerance of pronunciation mistakes	61%	39%
Good teacher-learner relation	52%	48%
Using different strategies to help students to reduce their anxiety	25%	75%
Creating a good atmosphere in classroom	12%	88%

Table 2. 16 The Teachers' Behaviours in the Classroom

It was noticed that teachers who are tolerant with student's mistakes are more than those who correct them immediately. It is because they know that those students are in the first year, and therefore any misunderstanding could lead to a big problem; teachers who are tolerant represent (61%). It was also observed that most of teachers tried to create a good teacher-student relation by letting the students give their impressions, share their experience with them, give them sets of advice for their future and career. Those teachers are (52%). In the same vein of using strategies to reduce speaking anxiety, most of teachers give importance to the content of their lectures and how students receive information. On the other hand, teachers who give attention and use some strategies to help their students to reduce anxiety represent (25%). The results show that most of teachers neglect creating a good atmosphere in classroom (12%) and put their focus on the lectures and delivering knowledge.

5. Data Interpretation

5.1. Student's Questionnaire results interpretation

The main results of the collected data proved in the results that studying English at university was the desire of the majority. It appears from these results that almost all the learners think that learning English as a foreign language is not difficult, but when anxiety occurs everything turns to be difficult. In addition, question 3 shows that first year EFL students get better marks in written tests than in oral tests. Thus, we deduce

that the majority of students are doing well in written tests because they are already accustomed to. . However, in oral tests, the existence of anxiety may hinder them from giving a good oral performance, especially when thinking of mistakes and other parameters. Concerning questions 4, 5, 6, 7; it was noticed from the obtained results that most of students are affected by pronunciation in their oral communication and those who are affected by pronunciation feel anxious when committing a pronunciation mistake, although they think that English pronunciation is not difficult. Therefore, the results confirmed the first hypothesis which says that pronunciation could be a cause of anxiety in oral performance.

In relation to questions 8, 9, 10 which are related to causes of anxiety in oral communication; the attained statistics manifest that fear of making pronunciation errors and lack of self-confidence are the major reasons. These results to some extent valid the second hypothesis which assumes that lack of self-confidence and lack of motivation are the main causes of anxiety.

The last questions deal with the factors that can help in reducing anxiety. The gathered information show that students feel more comfortable in free discussions; when they are supposed to express their ideas in free manner and feel at ease, unlike talking about restricted topics given by the teacher. Moreover, students think that self-confidence and practice and preparation are the main factors that can help in lowering and reducing the level of anxiety. Finally, most of students want their teachers to make a good relation with them, and like their teachers to use humour when correcting their mistakes. Therefore, the results conclude that the teacher also play a crucial role in decreasing student's anxiety. The obtained results confirm the third hypothesis which considers self-confidence and practice and good relation between student and teacher as factors which can help reducing anxiety.

5.2. Teachers Interview Results ‘Interpretation

The results from teachers' interviews reveal that pronunciation cause anxiety in many cases in speaking. They assume that pronunciation is fundamental in speaking, but students give more importance to pronunciation than grammar; and this confirms that first year EFL students give more attention to pronunciation in speech and

therefore pronunciation is one of the causes of anxiety in oral performance. Furthermore, the teachers presume that lack of self-confidence, lack of motivation and lack of practice are the main causes of anxiety in oral communication. In addition to that, most of teachers declare and consider that self-confidence is the most important aspect when dealing with anxiety. Teachers insisted also on the importance of motivation which pushes students forward. The mastery of language is another crucial factor because students cannot practice a good language without knowing its rules and constraints.

5.3. Classroom Observation Results ‘Interpretation

The classroom observation conducted in this case study shows that students feel anxious when they commit pronunciation mistakes, and they tremble when their pronunciation is corrected. In addition, it was noticed that students make many grammatical mistakes because of the focus on pronunciation and the neglect of grammatical rules. All these confirm the first hypothesis in which it is presumed that pronunciation can cause anxiety in oral performance. Additionally, the ways teachers behave affect directly students’ performance where the researcher noticed that when the teachers motivate their students, the session is active. And approximately all the students participate. Whereas, the teachers who are indifferent to learners may raise anxiety level in language classrooms. The results confirmed the second and the third hypotheses which supposed that lack of self-confidence and lack of practice are real reasons for the existence of anxiety in EFL classrooms. Additionally, the role of teacher cannot be denied among the factors which help students overcome this obstacle. Besides, student himself is responsible to take the initiative by doing efforts and practice the language.

6. Recommendations and suggestions

The aim of this study for students and teachers is to discover the effects of anxiety on students’ oral performance. This it will help students know causes of anxiety and therefore know how to cope with it. As a result, both teachers and students will have another vision on this phenomenon. In here, we give some suggestions

which help reducing anxiety in oral communication and then achieving better learning and suitable oral performance.

First of all, Students should know that anxiety is a natural feeling of any human being, and every one can experience anxiety, and that is something that can be diminished. In addition, Students should know also that mistakes are part of the learning process, so they should not give them a big importance, otherwise they will hinder their achievements. Furthermore, teachers should encourage their students to talk about their learning problems and helping them by giving pieces of advice and solutions for their leaning problems; Teachers should motivate students to work in groups to develop their oral performance skill through using the foreign language between them as well. Moreover, Varying speaking activities would help students to show their capacities and to feel more comfortable in class. Students also have to prepare and practice the language in advance in order to minimize their speaking anxiety and to develop their language abilities and to not rely on spoon feedings in which everything is based on the teacher as in the classical approaches. Students should have self-confidence which pushes them to be motivated and hence achieve better. On the other side, students should practice language out class as doing in their mother tongue and it will become part of their lives. Besides, Teachers should use authentic materials in classroom which help learners to improve their fluency in the foreign language. Both teachers and students should create a competitive atmosphere in class in which every number of classes is involved. In addition to that, teachers should give the opportunity to all students to participate and use language in class as well. And the wise correction of student's errors play a crucial role in minimizing the level of anxiety, since any misbehavior of the teacher can undermine students' confidence that is why teachers should correct their students wisely. Finally, teachers should identify students who suffer from anxiety; in order to be treated in special way. And knowing strategies of dealing with anxiety will help both teachers and students.

7. Conclusion

The present chapter was devoted to the data analyses which were collected through three instruments. In fact, the analysis of students' questionnaire,

classroom observation, and teachers' interview (triangulation of results) revealed that first year EFL students were anxious when they speak with regard to pronunciation which was the cause in many situations. Confidence and fear of making errors are also reasons behind frustration in oral delivery. Indeed, the results showed also that students give more attention to pronunciation than grammar when they speak. Then, some suggesting some strategies for both teachers and students for helping them overcome their communication anxiety and lead them enhancing their active skills, typically speaking.

General Conclusion

General Conclusion

In order to master the English language many variables should be taken into consideration. Starting from the smallest aspect to the greatest one. The English language is taught in different levels (middle and secondary schools) for seven years. In the same thought of line, the focus in the curriculum is on the passive aspects of language like writing and reading. On the other hand, the active aspects of language like speaking and listening is almost neglected. That is why when EFL learners are exposed to oral communication; they suffer from anxiety. Otherwise, they find it hard to express their ideas orally.

In this vein, the researcher shed the light on the issue of anxiety in relation to oral performance taking into consideration different parameters. Presenting some types of anxiety and the main causes of anxiety. Furthermore, since pronunciation is essential in oral communication, we point out some approaches to pronunciation teaching. Besides, the researcher also dealt with the importance of teaching pronunciation.

The researcher used three questions in this research to express the objective of the researcher which are as follows:

- 1) Does pronunciation cause anxiety in oral performance?
- 2) What are the other causes of anxiety in oral performance?
- 3) What are the factors that can help reducing anxiety in oral communication?

The above questions led the researcher to formulate the following hypotheses:

- 1- We assume that pronunciation could be a reason for anxiety in oral performance.
- 2-We hypothesize that motivation play a crucial role in causing anxiety when learners tend to speak.
- 3-We presume that self -confidence, motivation and the teacher play a crucial role in decreasing the level of anxiety.

Accordingly, the research work was divided into two chapters; the first one which dealt with the theoretical part in which the components of anxiety were given

General Conclusion

above. In the second chapter, the research work spotted light on the research methodology which was rather practical including data analysis and interpretation.

Through conducting an exploratory case study at Tlemcen University, and after the analysis of data gathered from different research instruments (triangular of tools questionnaire, interview, and classroom observation.) The hypotheses put forward were confirmed. That is, pronunciation is the cause of anxiety in many situations for first year EFL students. Then; it was found that lack of self –confidence, lack of practice and the teacher-student relation as the main sources of anxiety in oral communication. In addition to that, it was found that self- confidence, practice of language and the good relation between teacher and student affect positively students and therefore lower the level of anxiety.

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Appendices

Appendices

Appendix (A): Student's Questionnaire

Dear student,

The present questionnaire is conducted to collect information about the issue of teaching pronunciation as a way of reducing anxiety in oral performance. You are kindly requested to answer the following questions.

Thank you in advance for your time and your collaboration

Q 1: Choosing English at university was:

Your choice Obligated

Q 2: Do you think that learning English is something difficult?

Yes No

Q3: Do you get better marks in?

Oral tests written tests

Q4: Does pronunciation affect your oral performance?

Yes No

Q5: If yes, to what extent does pronunciation affect your oral performance in English?

A. Very much

B. Sometimes

C. Rarely

Q6: How do you feel when you commit a pronunciation mistake in class?

Anxious Comfortable Indifferent

Q7: Is pronunciation makes English learning difficult?

Appendices

Yes

No

Q8: Why do you feel anxious?

A. Fear of making pronunciation mistakes

b. Lack of motivation

C. Lack of self-confidence

Others.....

Q9: Do you feel anxious when your teachers correct your pronunciation?

A. Always

B. Sometimes

C. Rarely

Q10: In which situation do you feel more anxious when you speak?

A. In front of your classmates

B. Speaking to a teacher

C. Calling up in a phone

Q11: In which speaking activities do you feel more comfortable?

A. Free discussions

B. Presenting a prepared expose

C. talking about selected topics

Q12: What can reduce your anxiety?

a. Practice and preparation

b. Not thinking of making mistakes

c. Trusting your self

d. Use relaxation techniques (breathing, muscles relax)

Appendices

Q13: What do you want from your teacher to do in order to help you reduce your anxiety?

- A. Creating a good atmosphere in classroom
- B. Making a good relation between student and teacher
- C. Enhancing group work
- D. Varying speaking activities
- E. Using humor when correcting student's mistakes

Thanks'

Appendices

Appendix (B): Teacher's interview

Question 01: How many years have you been teaching English?

Question 02: What can you say about student's level in oral communication?

Question 03: What do you know about anxiety in oral performance?

Question 04: What are the main causes of anxiety in oral performance?

Question 05: Is pronunciation one of the causes?

Question 06: How do you behave when you see your students suffer from anxiety?

Question 07: Do you have a good relation with your students?

Question 08: In which activities do students feel more comfortable?

Question 09: How can students overcome and reduce the level of anxiety in oral performance?

Appendices

Appendix (C): Class Observation Checklist

	Yes	No
Started to panic when making pronunciation mistake		
Feeling anxious when speaking in front classmates		
Giving more importance to pronunciation than grammar when speaking		
Trembled when his or her pronunciation getting corrected		
Feeling comfortable when the teacher use humor in the lecture		

Table: 2.14. Existence of anxiety in oral communication during class observation

	Yes	No
Making pronunciation mistakes when speaking		
Mispronunciation of words they already know		
Hesitating when performing orally		
Making grammatical errors when speaking		

Table 2. 17 Students ‘Oral Proficiency in different situations

Appendices

	Yes	No
Tolerance of pronunciation mistakes		
Good teacher-learner relation		
Using different strategies to help students to reduce their anxiety		
Creating a good atmosphere in classroom		

Table 2. 18 The Teachers' Behaviours in the Classroom

Summary

The current research work is designed to explore the issue of anxiety in oral performance among first year EFL students, and how this hindrance can affect their oral delivery. It also tries to see if pronunciation causes anxiety in EFL classrooms.

As a result, a case study was conducted with EFL first year students at Tlemcen University. Besides, three research instruments were used, a questionnaire to EFL students, an interview with teachers and a classroom observation. The obtained data revealed that pronunciation causes anxiety in many situations and that lack of confidence, lack of practice and lack of motivation are the most common reasons.

Résumé

Ce travail de recherche actuel a pour but d'explorer le problème de l'anxiété liée à la performance orale des étudiants de première année d'anglais langue seconde, et de déterminer en quoi cet obstacle peut affecté leur délivrance orale. Il tente également de voir si la prononciation provoque de l'anxiété dans les salles de classe (Anglais langue étrangère) En conséquence, une étude de cas a été menée auprès d'étudiants de première année à l'Université de Tlemcen. En outre, trois instruments de recherche ont été utilisés: un questionnaire destiné aux étudiants, un entretien avec les enseignants et des sciences d'observation en classe. Les données obtenues ont révélé que la prononciation était source d'anxiété dans de nombreuses situations et que le manque de confiance en soi, le manque de pratique et de motivation étaient les raisons les plus courantes.

تلخيص

العمل البحثي الحالي لاستكشاف مسألة القلق في الأداء الشفهي لدى طلاب السنة الأولى في اللغة تم القيام بهذا الإنجليزية كلغة أجنبية ، وكيف يمكن أن يؤثر هذا العائق على الاداء الشفهي؛ يحاول أيضًا معرفة ما إذا كان ومن اجل ذلك ، أجريت دراسة على النطق يسبب القلق في الفصول الدراسية في اللغة الإنجليزية كلغة أجنبية العينة المتمثلة في طلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية في جامعة تلمسان. علاوة على ذلك ، تم استخدام ثلاث أدوات بحث ، استبيان للطلاب ، مقابلة مع الاساتذة وملاحظة الفصل الدراسي. كشفت البيانات التي تم الحصول عليها أن النطق يسبب القلق في العديد من المواقف وأن عدم الثقة في النفس ونقص الممارسة وقلة الدافع هي الأسباب الأكثر شيوعًا