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An Exploration into Speaking Anxiety and its Effects in the EFL Classrooms: The Case of Second Year Licence Students at Abu Bekr Belkaid University of Tlemcen

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To my dearest parents and lovely brothers

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Abstract

Speaking anxiety is a psychological phenomenon which takes place in every educational setting. In Algerian EFL classes, speaking English is affected by anxiety. Thus, the purpose of this research work was to investigate the issue of communication apprehension from different perspectives taking into account its main variables. Indeed, going through this process was helpful to suggest some strategies that either help the students to cope with speech anxiety or it will be beneficial to enhance their productive skill, i.e., speaking. To reach this end, a case study research was conducted at Abu Bekr Belkaid University (Tlemcen) relying on a number of sources and research instruments for data collection. A test and questionnaire for second year EFL licence students, classroom observation, and an interview with teachers were used. The data collected by means of these research instruments were analysed quantitatively and qualitatively. The triangulation of results revealed that all second year EFL students experienced a certain level of speaking anxiety. In this regard, students experienced speech anxiety due to being in some situations and as a result of many personal and interpersonal causes. In addition, females were more anxious to speak than male students so that it was confirmed that gender was a parameter that affected the level of speaking anxiety. Accordingly, this research work emphasised that understanding the different variables that contribute to speech anxiety is crucial for both students and teachers to enhance the speaking skill within the Algerian EFL classroom.

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List of Abbreviations and Acronyms

AF: Absolute Frequency

ASCC: Anglo-Saxon Culture and Civilization

CA: Communication Apprehension

COE: Comprehension and Oral Expression

DF: Degree of Freedom

EFL: English as a Foreign Language

M: Mean

MA: Master of Arts

PhD: Doctor of Philosophy

PSCAS: Public Speaking Classroom Anxiety Scale

RF: Relative Frequency

S: Standard Deviation

S_1: Standard Deviation of Girls

S_2: Standard Deviation of Boys

S^2: The Variance of Students

S_1^2: The Variance of Females

S_2^2: The Variance of Males

SA: Speaking Anxiety / Speech Anxiety

T: T-test

T_1: The Tabular Value

WPE: Written Production Expression

General Introduction

The spread of the English language is often discussed in terms of three distinct groups of users where English is used respectively as a native language, a second language, or a foreign language. In Algeria, this global language is learnt and taught as a foreign language. As for English foreign language (EFL) students who seek to accomplish proficiency in English, they need to develop the ability to read, write, listen, and speak this language. Yet, developing these skills seems to be difficult for most EFL students because of the numerous obstacles they face while learning the foreign language.

Anxiety is one of the remarkable obstacles that prevent students from being proficient when learning different skills; however, the majority of foreign language students seem to be more apprehensive when learning the speaking skill. Thus, speaking anxiety (SA) is the issue which is raised and better refers to the impact of anxiety on the speaking skill.

Whenever talking about the major factors that impact foreign language speaking skill, anxiety is firstly highlighted. Speaking anxiety is often linked with negative impacts. Therefore, it is crucial to indirectly shed light on the negative impacts of speaking anxiety as well as the positive impacts of it. Importantly, there are levels of speaking anxiety that distinguish one student from another. These levels can hold different physical, psychological, and behavioural symptoms. Indeed, they are due to various reasons in different speaking situations. Effectively, knowing the levels, symptoms, and sources of speaking anxiety will help to find strategies to cope with it and may assist in enhancing students' speaking performance. The interrelation between these variables makes this research work significant to be studied.

This research work attempts to achieve two purposes. First, it aims to understand the variables that are related to speech anxiety (SA). Then, it targets to come out with some strategies that help the students to cope with speaking anxiety and in the same time to enhance their speaking abilities for better achievements.

As a result, the researcher attempts to answer the following questions:

1- éWhat are the levels of second year EFL students' speaking anxiety?

2- What are the speaking situations and/or causes that make second year EFL students anxious to speak?

3- Is gender a parameter that affects the level of anxiety when speaking?

The above mentioned questions led to formulate three hypotheses:

1- Almost all second year EFL students feel anxious with different levels of speaking anxiety when they are required to speak.

2- Students experience speaking anxiety in constrained classroom situations as a result of personal and interpersonal causes.

3- Female students experience more speaking anxiety than male students in speaking situations.

In fact, the ambition to accomplish the previously set objectives pushes the researcher to design an exploratory case study research dealing with second year licence EFL students at Abu bekr belkaid University (Tlemcen). Qualitative and quantitative data are collected from different sources relying on a set of research instruments: a test and questionnaire for students, classroom observation, and an interview with teachers. The results will be analysed and triangulated on the basis of a mixed approach combining qualitative and quantitative methods.

To determine the aims of this case study research, the present work is divided into two interrelated chapters. The first one reviews the literature on foreign language communication apprehension (CA) by providing a theoretical background on. It seeks to draw a clear understanding of the phenomenon and its relating concepts. Then, its second part deals with the research design and methodology including the sampling and the research informants as well as the research instruments.

The second chapter deals with the data collection instruments with the procedure of data analysis. It is followed by the analysis and interpretation of data. Also, the chapter seeks to answer the research questions by confirming or disconfirming the research hypotheses, and then concludes with the research results. Also, some suggestions and recommendations are provided.

Chapter One

Theoretical and Methodological Background

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1.1 Introduction

The English language occupies a place of prestige in the whole world. It is playing a major role in many sectors including education. As a result, this global language is being taught and learned in Algeria as a foreign language. As speaking is the basic tool for communication, it is at the heart of foreign language learning. Yet, this productive or active skill, as it is called by Golkova and Hubackova (2014), is affected by a group of factors. Particularly, anxiety is the prominent factor that has an influence on EFL students' speaking skill.

The purpose of this chapter is to give a theoretical account on the speaking skill by highlighting its importance in EFL learning and teaching. It also sheds light on the impact of anxiety on this active skill by going deeper into this problem. Then, the second part the chapter deals with the research design and methodology including the sampling and the research informants as well as the research instruments.

1.2 The Speaking Skill

Students seek to speak the English language and master the speaking skill which has an importance. This latter is reflected in the academic and occupational advantages that the active skill provides.

1.2.1 Definition of Speaking

Speaking is one of the four skills that students need so as to communicate effectively. It is a complex process that requires students' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context as Burns and Joyce (1997) believe that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participant and the purposes of speaking (qtd. in Torky, 2006: 30). Indeed, the speaking skill is important for EFL students and it is demanded.

1.2.2 The Importance of Speaking

The recent approaches of language learning and teaching give much importance to the speaking skill as emphasised by Ur (1991:120): "of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing", i.e., speakers who can speak effectively will easily develop their linguistic capacities to use it in other skills. Then, speaking enables the students to display different functions which are helpful in communication. Effectively, for many students the phrase speaking a language becomes synonymous to learning a language as Murcia (2000, qtd. in Zareie et al., 2014:445) argues.

Today's learners assess their proficiency in the English language on the basis of how good they speak it as believed by Richards (2008:19) who claims that "learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency". Outside the classroom, proficiency in speaking the English language can help students more to get a job in a company or organisation. These latter look for people who speak English well so as to communicate with others as argued by Baker and Westrup (2003:05): "a student who can speak English well may have a greater chance of further education, of finding employment and gaining promotion". Yet, this important skill is influenced by many psychological factors including anxiety.

1.3 The Speaking Skill and Foreign Language Anxiety

The importance of speaking English as a foreign language has been highlighted and proved. But, this crucial skill is affected by a prominent psychological factor, i.e., anxiety.

1.3.1 The Impact of Foreign Language Anxiety on the Speaking Skill

Anxiety is a psychological phenomenon, which may appear when students speak. It is defined by Horwitz et al. (1986:125) as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic

nervous system". Anxiety can be found in many types, but language learning anxiety has been classified as situation specific anxiety or trait which occurs in the classroom environment as noted by Horwitz et al. (1986:128) who consider it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". Therefore, understanding the types of anxiety is needed.

1.3.2 Types of Anxiety

MacIntyre and Gardner (1991) identified three approaches to the study of anxiety namely, trait anxiety, state anxiety, and situation specific anxiety.

1.3.2.1 Trait Anxiety

It is seen to be as a stable personality characteristic so that a person with trait anxiety can be anxious in any situation. Spielberger (1983) defines it as an individual's likelihood of becoming anxious in any situation (MacIntyre and Gardner, 1991:87). Yet, this approach to anxiety has been criticised in that the interpretation of trait anxiety would be meaningless without being considered in interaction with situation because a particular situation may be perceived as anxiety-provoking by some but not by others although those people may have similar trait anxiety scores (ibid.p.88).

1.3.2.2 State Anxiety

In contrast, 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, prior to taking examination (MacIntyre and Gardner, 1991: 90). In this regard, the higher the level of trait anxiety an individual possesses, the higher the level of state anxiety he/she may experience; Macintyre and Gardner (ibid) support this idea by saying that "individuals who are prone to experience anxiety in general (i.e., who have high levels of trait anxiety) show greater elevations of state anxiety". In fact, the state anxiety approach to anxiety research has been criticised for asking the question 'are you nervous now?' instead of asking 'did this situation make you nervous?' (ibid).

1.3.2.3 Situation Specific Anxiety

It is a trait anxiety which is limited 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". This perspective examines anxiety reactions in a "well-defined situation" such as public speaking, writing examinations, performing math, or participating in a second or foreign language class (ibid). In this vein, anxiety can be facilitative or debilitative.

Facilitative anxiety is a kind of anxiety that helps learners to improve learning and performance. Indeed, it occurs when the difficulty level of the task triggers the proper amount of anxiety. In this regard, Scovel (1991, qtd. in Tanveer, 2007:10) maintains that facilitative anxiety "motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behavior". In contrast, debilitative anxiety does not encourage the learner to be engaged in the learning task instead it "motivates the learner to "flee" the new learning task; it stimulates the individual to adopt avoidance behavior" (ibid.p.11). So, anxiety in its facilitating and debilitating forms serves "simultaneously to motivate and to warn" (ibid.p.10). Besides, going deeper in the concept of speaking anxiety with its relating variables is needed.

1.4 Speaking Anxiety

It is a fear experienced by learners when speaking to one person or many peoples. Speech anxiety and communication apprehension are other terms that refer to the same concept. That is, these terms are used interchangeably. Horwitz et al. (1986: 127) assert that "communication apprehension is a type of shyness characterized by fear or anxiety about communicating with people". But, there are some common symptoms of speaking anxiety which only differ in the degree and the ability of individuals to cope with them.

1.4.1   Symptoms of Speaking Anxiety

Various physiological, behavioural, and psychological symptoms are associated with speaking anxiety. These symptoms are experienced by speakers in different situations and under many reasons.

1.4.1.1 Physiological Symptoms

They are observed on individual's bodies. Wrench et al. (2012) acknowledge that there are many physical symptoms associated with communication apprehension. We might observe our heart pounding or our hands feeling clammy. Sweating can also be observed as well as feeling nauseated by experiencing stomach butterflies. The hands and the legs might begin to quiver so that we move down and up nervously. Our voices my shake and a dry mouth is noticed, which cause a hard articulation for even simple words. Indeed, breathing occurs more rapid and it reaches its extreme cases. Effectively, we can neither control our thought and movement nor balance between them.

1.4.1.2 Behavioural Symptoms

Other behavioral signs are observed when the person experiences speaking anxiety. The first behaviour which is common in people who have especially high level of communication apprehension is avoidance by avoiding the speaking situation, McCroskey (1976: 39-40) claims that

> The person handicapped by communication apprehension would be expected to avoid communication much of the time because he or she would experience negative reactions from anxiety that would surpass projected gain from interaction. This, of course, does not mean that the person would never engage in interaction. Rather the person would choose to do so much frequently than persons not afflicted with communication apprehension under similar circumstances.

The individual with communication apprehension prefers to keep silent, quiet in any direct interaction with others and is intimidated by super ordinates. Also, he/she is

uncertain about expressing his/her views and matters, this individual apologies when his/her views are challenged, and he/she often interprets others' questions as criticisms. Furthermore, the reticent or communication apprehensive person feels that he /she is not safe and protected, feels not good enough in communication, is quickly embarrassed, shy, does not want to talk to other people, and prone to share the same idea with others (Burgoon, 1976). As a result, the individual may show an unwillingness to communicate with others so that he/she prefers to remain silent in most times "individuals with communication reticence exhibit the predisposition of unwillingness to communicate" (ibid.p.62). Also, there are other psychological symptoms of speech anxiety.

1.4.1.3 Psychological Symptoms

There are some invisible mental signs of speaking anxiety that need to be known. Kanar (2011) asserts that learners who experience anxiety in speaking are characterised by these mental symptoms: disorganised thoughts, forgetting what they had planned to say, feeling of inadequacy, and negative self-talk. She claims that students experience the physical and mental symptoms before speaking or when they begin to speak. She states also that the first case of learners, who experience the psychological symptoms before speaking, become "tongue-tied". However, the second case of learners, who experience them when starting to speak, may be fine once they get going (qtd. in Achbi and Sebaa, 2011: 36). The aforementioned symptoms are experienced by students in different speaking situations.

1.4.2 Situations of Speaking Anxiety

Speakers feel less confident to speak in situations where they need to speak, i.e., there are various situations where students are apprehensive to communicate like talking to another person as a teacher in the classroom. Students also experience speaking anxiety when they need to talk to a group of people as their classmates and even when they talk in public as it is pointed out by Horwitz et al. (1986: 127) when claiming that "difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage fright"), or in listening to or learning a spoken message (receiver

anxiety) are all manifestations of communication apprehension". Indeed, students feel anxious in oral tests since they think that they will be evaluated so that they will forget the language rules as Horwitz et al. (1986: 128) state that "oral tests have the potential of provoking both test-and oral communication anxiety simultaneously in susceptible students". Students even feel anxious when they have to perform plays, interviews…etc; "tend to "freeze" in role play situation" (ibid.p.126).

Students feel apprehensive in oral presentations when they find themselves alone in front of a huge audience as Liu (2007:128) confirms: "a considerable number of students become anxious when speaking English in class, especially when singled out to answer questions or give presentations". Moreover, students are anxious when talking to native speakers because they think that they will commit grammar and phonological mistakes. Woodrow (2006:322) proves that "communicating with native speakers was the most referred to-out- of class stressor". In this sense, one of her learners says "…of course to speak to native speaker and which is not my teacher or some people I know, which is stranger. But, I am not afraid to speak to the store keeper or something. I can speak to them. Just people on the street or on the train, I m afraid of speaking to them because I worry about my grammar mistakes basically". There are other studies which could prove that talking in front of the other gender can increase each gender's level of speaking anxiety as Mohammadi (2013) claims, saying that "mixed genders' classrooms are considered anxiety-provoking because of the presence of the other gender"(qtd. in Gaibani and Elmenfi, 2014:110).

There are some characteristics of anxiety provoking situations. In this vein, Daly (1991, qtd. in Rafek et al., 2014:91-92) insists that "communication apprehension is considered as situational apprehension whereby it is experienced due to several characteristics of anxiety-provoking situations such as evaluation, novelty, ambiguity, conspicuousness, and prior history". That is, five characteristics of anxiety provoking situations increase communication apprehension levels. The first one is evaluation, i.e., the greater the degree of evaluation is in particular setting, the higher the level of communication apprehension will be. The second one is novelty in which a less familiar situation and being unfamiliar with the people involved in the discussion can

lead to more situational apprehension. Ambiguity is the third characteristic which is provided by Daly. In this situation people may have different meanings since the context is ambiguous. Fourthly, the more conspicuous a person feels the more apprehensive he/she will be. Then, individuals' prior histories influence their performance by causing them to have speech anxiety, i.e., the greater the extent of which a situation created anxiety for the individual in the past, the higher situational apprehension he/she will have. For instance, a student who has a negative experience in the language classroom will enter the new language class with a high level of anxiety. But, there are other causes of speech anxiety which have to do with individuals themselves and the surrounding variables.

1.4.3 Causes of Speaking Anxiety

Individuals might be anxious to speak due to many reasons which can be personal or interpersonal, i.e., caused by the surrounding variables as situation, audience, or context as it is supported by Young (1991) who claims that language anxiety emerges from personal as well as interpersonal causes.

1.4.3.1 Personal Causes

Individual might have communication apprehension since their personality impacts their engagement in oral tasks or because of lacking some other personal variables**.**

- **Personality**

People with low esteem are likely to have a high level of anxiety in any speaking situations since they lack the confidence to perform as it is mentioned by McCroskey et al. (1977:274) who argue that "lowered self-esteem is associated with high oral communication apprehension and must be considered in the delineation of the communication apprehension construct". Individuals with low self-esteem think that they do not have a sufficient knowledge in the language so that they fear of losing their face when giving utterances as Xiuqin (2006:37) says that "Students who feel they lack sufficient knowledge in English to enhance their "face" might react by trying to speak as little as possible or to avoid speaking completely".

The lack of motivation leads students to be silent all the time and to have no will to communicate in the classroom as Juhana (2012:103) provides that "motivation is a key consideration in determining the preparedness of learners to communicate". Individuals with such personality feel more anxious to speak regardless of the audience, situation, or context, i.e., their trait anxiety affects any speaking task they engage so that "they are more disposed to communication apprehension than others" (Wrench et al., 2012:59). Besides, other personal causes make students apprehensive to speak.

- **Lack of Vocabulary**

Students hesitate to speak the foreign language because of the limited amount of vocabulary that they have to express their thoughts and views. Students think that if they do not have a rich vocabulary, they will be enabled to express their reflections and ideas in the target language. Liu (2007) in his study on Chinese English learners found that the lack of vocabulary is the main cause of students' speech anxiety in foreign languages classrooms, his participants claim that "I m a little afraid of speaking English because my vocabulary is poor and I am a little shy, so I often feel nervous when speaking in front of others". Indeed, other one says "I cannot speak on when suddenly I come to a new word I never knew, how shy I will be". Thus, having a poor amount of lexes is a hindrance that pushes learners not to be relaxed in the classroom so that practise less often as Liu (ibid.p.129) states that "students often became nervous in oral class due to a limited vocabulary". Besides, learners believe that a correct pronunciation of the lexes is at the heart of speaking the foreign language since they always link a bad pronunciation with poor performance as it is reported by Gynan (1981) who declares that learners believe that pronunciation is one of the important practices for successful language learning (qtd. in Young, 1991:428).

- **Lack of Preparation**

Being not prepared for the lecture or the speech makes students unwilling to participate in oral discussions. In fact, if the student is well-prepared, he will be more ready to engage in classroom communication as Liu (2007:129) assumes that "It is

clear that preparation could enhance students' confidence in speaking English". That is, being prepared in the language classroom is focal to share the data that someone has; if not communicative apprehension emerges. The majority of students attribute their anxiety to being not prepared and they claim that they would feel less anxious and more confident to speak English with preparation, as it is stated by some participants "I never want to speak English without preparation. But if I am well-prepared, I will not be nervous, and I can speak clearly". Other one says "I am often nervous if I asked to speak English without preparation, and it is much better if I am prepared" (Liu, 2007).

- **Lack of Practice**

Students' communication apprehension can be arising from the lack of practice in the classroom. In order to master the speaking skill of a foreign language, it is necessary to be engaged in classroom interaction. These practices help the learner to achieve many academic purposes among them competency in speaking the foreign language as Tsou (2005:46) asserts that "when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class". Effectively, the more students are passive in the classroom, the more they are anxious to speak. Many reasons are attributed to the lack of practice in EFL classes. Liu (2007) considers the limited class time, large classes, and lacking the chance to speak English in every day conversations as the major limitations that lead to less practices of the language.

- **Fear of Being the Centre of Attention**

It is found that students are afraid to speak since they are the centre of others' attention. In this regard, Liu (2007) confirms that despite the fact that learners began to learn about speaking English very early, i.e., almost from their secondary school, they did not have sufficient practice on this skill due to the strongly didactic nature of teaching and exams-orientedness of schooling. As a result, most students are shy and afraid of being the focus of attention so that they become anxious to speak English

alone in the classroom as one of his students claims "I am often nervous when speaking English in front of others, because I think too many eyes were gazing at me".

- **Fear of Making Mistakes**

Many students fear committing mistakes and/or errors of pronunciations, grammar, and vocabulary regardless of the difference between them .i.e., mistakes and errors; Xiuqin (2006: 35) declares that

> Students often feel frightened at the idea of making mistakes and receiving negative evaluations from their peers. They avoid this by reticence and they think they can practice the language themselves outside the classroom by speaking English until it is perfect. In English classrooms, making mistakes is unavoidable.

These students assume that they will be negatively evaluated and being misjudged by the others since mistakes are not allowed inside the classroom.

- **Gender**

Gender differences have an impact on learners' level of speech anxiety. In this sense, many researches tried to spot light on this area which made the influence of gender on students' communication apprehension as the apple of discord for many researchers. Because females tend to score higher than male in the language skills, it could be proved that they are more confident than males in their abilities to learn the foreign languages, which led many researchers to prove that males are more anxious than females in the language skills including speaking. Cui (2011) in his study with second year high school students in Dezhou city proved that men's mean is higher than women's one. It pushed him to assume that women have more capacities than men in leaning foreign languages so that Cui (ibid.p.878) could argue that "males have more anxiety of English classes than females". On the other hand, decades ago several studies could argue that females are more anxious in speaking foreign languages.

Very early Mejias et al. (1991) could discover that female students show a higher mean of communication apprehension scores than do males while measuring their

communication apprehension in both English and Spanish languages. The same result has been found by Ayu rita and Nadhia djalila (2008) in their study on anxiety and speaking English as a second language among male and female business studies students at university industry, selangor. The results showed that female students experienced more anxiety than male students while speaking in class. Female students were more anxious than male students when expected to speak in English language which is a foreign language to them; both genders experienced nervousness and panic when asked to speak publicly without being pre-informed and both never felt sure of themselves when asked to speak in class. Female students exercise lower self-confidence because of their interest in the friends who might be judging them, and male students are found to be experiencing less anxiety when it comes to volunteering answers in class (qtd. in Gaibani and Elmenfi, 2014:108).

On the overall findings, it was concluded that female students are more anxious when compared to their male counter parts. In this vein, the effect of gender in the experience of speaking anxiety is highly noticed because of the impact of the cultural background of the speaker as Gaibani and Elmenfi (2014: 108) state that "the cultural background of the speaker determines the dispositional characters in the control of speaking anxiety". That is, in many cultures the voices of women are not valued, meaning that female students from such cultural background will not be comfortable while engaging in public speaking, most pathetically when she has been told that her views about issues are naturally subliminal, and of no worth or value thus contribute to her experience of speaking anxiety (Toth, 2011, qtd. in Gaibani and Elmenfi, 2014:109). Indeed, there are other extra causes that make students anxious to speak.

1.4.3.2 Interpersonal Causes

Other classmates' and teachers' behaviour causes student to be apprehensive while speaking. As a result, individuals can experience audience anxiety as Wrench et al. (2012:61) claim that "communication apprehension prompted by specific audience characteristics".

- **Laughing at Students' Utterances**

laughing at students' ideas, pronunciations, and especially mistakes and/or errors makes students less comfortable to continue the speech or to volunteer answers as it is said by Liu (2007) laughing at students' mistakes made them very anxious when speaking English to others in class; one of his students declares that "I like to speak English, but when I am in front of others, I will be nervous and cannot say any words, because I am afraid others will laugh at me if I make some mistakes".

- **Competition**

It can have a negative outcome on some students. That is, it is seen as another factor that can contribute to students' speech anxiety because students will compare themselves with the others so that they think they do not have a similar level to their classmates. This idea has been supported by Wrench et al. (2012:61) who provide that "the degree of perceived similarity between you and your audience can influence your level of speech anxiety". Thus, it leads students to have an idealised self-image towards the others which diminishes their willingness to communicate as it is proved by Young (1991) who considers competition as one of the seeds of students' language anxiety.

- **Teachers' Behaviour**

Some instructor's beliefs about language learning and teaching have also been found to be a source of anxiety. That is, learners make many mistakes and/ or errors when they utter sentences. In this case, learners may experience speech anxiety as a result of being corrected by the teacher. Thus, severe manners of correcting learners' utterances can dues to higher degrees of speech anxiety since students will feel embarrassed. In this sense, Young (1991:429) says that "learners consistently report anxiety over responding incorrectly, being incorrect in front of their peers, and looking or sounding "dumb" ".

The majority of instructors consider their role to be a "less counselor and friend and objected to a too friendly and inauthoritative student-teacher relationship" (

Brandl, 1987, qtd. in Young 1991:428). These teachers believe that their role is to be the controller in the classroom who gives orders and who corrects students constantly. In addition, some instructors have been reported not to make their learners work in pair or group in fear that the class may not be well-controlled, and they believe that a teacher should be doing most of the talking and teaching, and that their role is more like a drill sergeant's than a facilitator's (Young,1991). As a result, a non-friendly atmosphere is built inside the classroom which gives birth to anxiety among learners who are often afraid to talk with their teachers.

- **The Classroom**

As it was mentioned before, students experience speech anxiety in various speaking situations. This latter can also be a source of their context anxiety. Indeed, a context with limited speaking activities, no technology, and large classes can contribute in a way or in another in the progress of speaking anxiety among learners. Effectively, students will feel less relaxed in their classes to perform frequently because of the inappropriate classroom environment as Hannah (2013:20) insists that "classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom". The influence of context creates context anxiety as Wrench et al. (2012:60) point out that "context anxiety refers to anxiety prompted by specific communication contexts".

The impact of audience, time, and context creates a unique communication situation that is situational anxiety as it is defined by Wrench et al. (2012:62): "the situation created by a given audience, in a given time, and in a given context can coalesce into situational anxiety". Also, other personal causes can be at the heart of situational anxiety and may lead all together to various outcomes. In this vein, the effects of communication apprehension on students' achievements are highlighted.

1.4.4 The effects of Speaking Anxiety on Students' Achievements

Communication apprehension can be low, medium, or high. In this regard, experiencing some of speaking anxiety before speaking is a normal reaction since good speakers can get nervous just like poor speakers do. For example, Winston

Churchill would be apprehensive before delivering his major speeches in the parliament, yet he rallied the British people in time of crisis (Wrench et al., 2012).

People with a low speech anxiety have the ability to control it and cope with it "their communication apprehension does not remain constant throughout all the stages of speech preparation and delivery" (Wrench et al., 2012:63). Precisely, Witt et al. (2006) study the ebb and flow of anxiety levels at four stages in the delivery of speech. Anticipation is the minutes before starting the speech. It is followed by confrontation as the first minutes of the spoken form. Then, the last minutes of the utterances are called adaptation. Release refers to the minutes immediately following the end of the speech. These researchers have found that anxiety typically peaked at the anticipatory stage. In other words, people who can control their anxiety are likely to be most anxious right before they start to speak, with the progress of speech their level of anxiety declines. Effectively, it motivates speakers to continue their speech.

Speakers with a moderate level of speaking anxiety tend to delay their duties as well avoid speaking in class as Horwitz et al. (1986: 131) write that "students who experience moderate anxiety may simply procrastinate in doing homework, avoid speaking in class, or crouch in the last row". That is, they are affected negatively by speaking anxiety. Moreover, individuals with high communication apprehension will engage less in communication tasks than those with moderate and low speaking anxiety as McCroskey et al. (1977: 271) note that "high apprehensives have substantially lower self-esteem than do moderate and low apprehensive. Individuals with high apprehension of communication tend to avoid situations where communication might be required and, as consequence, fail to receive the rewards normally associated with interaction". Effectively, people with moderate and high speech anxiety are affected negatively by S.A. This latter motivates them to stop speaking. In this regard, Xiuqin (2006:37) reveals that. "anxiety has been considered a very negative factor in learning a foreign language, especially in learning to speak the language". Its negative effects can be summarised in the following points.

1.4.4.1 Language Learning Process

Speaking anxiety leads students to have difficulties in learning the target language as it is proved by Xiuqin (2006) who acknowledges that students with anxiety will have difficulty in concentrating and processing their input inside the classroom. As a result, the time of performing they find that they have been negatively affected by the input. Thus, Tobias (1979, 1986) provides a model which describes the effect of anxiety on learning, i.e., Tobias' model draws the distinction among the stages of learning, input, processing, and output so as to explain the effects of anxiety in each stage (qtd. in MacIntyre and Gardner, 1994:286-287).

The input stage is concerned with the first representations of items in learners' memories. Thus, the level of anxiety at this stage is a function of the learners' ability to receive, concentrate, and encode external stimuli. Since fewer items are available for processing or later retrieval, anxiety-arousal at this stage and impacts on all the subsequent stages, unless the missing input is recovered. For instance, in second language learning anxiety may arise if the language is spoken too quickly so that students will ask for sentences to be repeated more often. The same difficulties can be found in the other skills. Indeed, Krashen (1985) incorporates the affective filter hypothesis, which refers to the factors which filtrates the amount of inputs in learners' brain, i.e., there are four affective factors that can influence second language acquisition among them anxiety. In this regard, people with high affective filter will lower their intake, yet those with low affective filters allow more input into their language acquisition (qtd. in Due, 2009:162).

The processing stage includes many cognitive operations including organising, storing, and assimilating the material. In this vein, individuals manipulate the unseen and internal items which are taken from the first stage. Therefore, latency is the primary indicator of activity at the second stage. Anxiety impairs the cognitive processing on tasks that are harder, rely on memory, and poorly organised. These latter take more processing time, i.e., the time spent to get a message or learn a new lexis would indicate actively at this stage for second language learners.

Anxiety while communicating in the target language is more likely to appear at the output stage. This latter refers to the performance of what has been processed. That is, it depends on the aforementioned stages from the organisation of the output and the time taken for retrieving the information. In this stage, learners can clearly demonstrate their abilities to use the second language. Effectively, their performance is measured and it reflects their learning.

The three stages are interdependent because each stage depends on the successful completion of the previous one. For example, a difficulty in performing at the output stage is may be the result of the deficits created in the input and processing stages. That is why a negative correlation between language anxiety and second language production indicates problems at any of the three stages.

1.4.4.2 The Development of the Speaking Skill

The students who suffer from communication apprehension practise less in the language, which limits their progress in speaking instead developing it (Lashbrook 1970, qtd. in McCroskey, 1976:40). These students never show a progress in the productive skill, as pointed out in Xiuqin (2006:37):

> high apprehensives interacted less in small groups and, when they interacted, their interactions were less relevant than those of their peers who did not suffer from communication apprehension. These students either speak a little or avoid speaking the target language at all so that their opportunities to practice the target language are significantly reduced, which might be the reason for the subjects' limited progress in speaking.

Also, speech anxiety can have negative drawbacks on students' grades as will be mentioned in the next section.

1.4.4.3 Grades

It has been found that communication apprehension affects the overall grade point average, standardised achievement scores, and the grades earned by the students. McCroskey et al. (1989) explain that speech anxiety influences the academic

achievements of the students, i.e., a lower grade point average and higher dropout rates among high communication apprehension students are expected compared to those with low C.A. In this regard, individuals with high C.A tend to avoid behaviours, experience cognitive deficits, and performance failures, which lead to poorer outcomes of academic achievement as McCroskey et al. (1989: 104) maintain that "students with higher CA will earn lower grade point average and are less likely to persist at university".

1.4.4.4 Professional Career

Communication apprehension can have greater impact on one's professional career by causing a non-control of the communication task. That is, it could influence the workplace skills such as the ability to effectively network with coworkers, proactively present thoughts to the managers, or act in politically savvy way (Blume et al., 2013). Thus, apprehensive people cannot be effective leaders in cross-cultural communication because they cannot adopt themselves to the new situations where successful interactions are required. In this vein, Blume et al. (ibid.p.158) note that "communication apprehension was negatively associated with students' willingness to take on leadership opportunities, appreciation for a multicultural world, and adaptability for new situations".

Therefore, it is focal to find some ways that help the students to cope with their speech anxiety to better enhance their speaking skill. Students can help themselves via applying some personal techniques. Then, some pedagogical strategies are needed to push the students speaking confidently. The combination of both personal and interpersonal strategies may lead to better achievements. Besides, a research design and methodology, the sampling and research informants, and the research instruments are undertaken.

1.5 Research Design and Methodology

Speaking anxiety takes its sites in most educational settings including the Algerian ones. As the researcher was fascinated by second year EFL students at Tlemcen University, these students would represent one entity to be studied. The

researcher had to go to the real situation and collect as much data as possible from the sample so as to find answers to a number of questions, i.e., the researcher asked a question with "what" to figure out the extent into which the informants feel anxious to speak. Also, the "what" or "why" were asked to come out with some sources of the problem highlighted before. Various solutions were needed to be found by asking another question with "how". Therefore, the exploratory case study method is the suitable method that fits the situation.

The exploratory case study determines the feasibility of the research work since it allows answering the main question "what". In this sense, Yin (2014:10) asserts that "this type of question is a justifiable rationale for conducting an exploratory study, the goal being to develop pertinent hypotheses and propositions for further inquiry". Also, the "how" and "why" are two other questions which are highlighted in the exploratory case study, ""how" and "why" questions are likely to favor using a case study, experiment or history[…]" (ibid.p.11).

To reach the aim of answering the research questions in this exploratory case study, data were collected from different sources. The following section is devoted to the informants and their description.

1.6 Sampling and Research Informants

A sample of informants was taken from a larger population through the use of a number of sampling techniques.

1.6.1 Sampling Techniques

Informants were second year EFL students as well as experienced and novice teachers from the University of Tlemcen. They were targeted to respond to the research instruments addressed to them. In fact, from the larger population, a sample of thirty students and five teachers was chosen so as to represent the whole population. Thus, a probability sampling technique was used since all the informants had the same chance of being selected, and there was no specific feature upon which the thirty students and five teachers were selected amongst the total population; they were

included in this study through a cluster sampling in order to make data more accurate and generative.

1.6.2 Students' Profile

Informants in this study were second year EFL students (15 females and 15 males) who have completed eight years studying English as a foreign language (4 years in middle school, 3 years at secondary school, and 1 year at university). These students study at Abu Bekr Belkaid University which is located in Tlemcen.

The selection of these students was due to many reasons. First, these students are more aware that speaking the English language is very important the same as the other skills. They had studied modules in their first year which helped them to enhance their level in speaking such as grammar, phonetics, and other ones. So, they had a certain background in the English language to speak it. Then, this helps the researcher to see the different sources of their speaking anxiety and not merely the lack of linguistic competence. In addition, these students are intended to get their licence diplomat the following year. In this vein, they are supposed to be proficient in the speaking skill. They may need to use English for occupational or academic reasons. Thus, the researcher wants to raise their awareness of the problem "speaking anxiety" and to find strategies to cope with it.

1.6.3 Teachers' Profile

In addition to second year EFL students, this study was concerned with five English teachers (females and males). Three of the teachers are experienced. More precisely, one of them holds a PhD in Sociolinguistics. He teaches sociolinguistics and other modules like research methodology and oral expression. The two other teachers of the same category hold a PhD in applied linguistics and teach many modules as well. The two remaining teachers have recently started to teach at university level. They hold an MA degree in Literary Studies and they teach different modules, for instance, literary studies and creativity and performance.

The researcher has chosen teachers from the university since they are supposed to be more aware of the problem which is speech anxiety. Students need to speak in all modules and not merely in the oral expression session. In effect, these teachers may have an idea about the different causes of the problem. More importantly, if they are really aware of its existence and the strategies they use in class to help their students cope with it. The data were gathered from the teachers and the students through the use of different research instruments.

1.7 Data Collection Instruments

The researcher seeks to achieve a set of aims via highlighting a variety of research questions. The exploratory case study seems to be the best method that fits this situation. Throughout this research work, an attempt will be to discover if the sample has the problem of communication apprehension and the main situations and /or causes of it. The researcher also wants to discover if gender is a parameter that affects the level of S.A. Then, Finding some strategies to cope with it and enhance speaking is important.

To accomplish the previous aims, a triangulation of technique is needed for incorporating several viewpoints and methods. In this sense, Yeasmin and Rahman (2012: 157) state that "triangulated techniques are helpful for cross-checking and used to provide confirmation and balanced completeness".

As far as this work is concerned, a mixed approach using qualitative and quantitative methods is adopted to ensure the reliability and generalisability of the findings. The resulting combination of different sources through triangulation technique is likely to be more effective as data collected from different research instruments will corroborate, strengthen and inform each other. Therefore, a test and a questionnaire for students, classroom observation and an interview with teachers were used.

Inter-relation of data gathered from the test, questionnaire, classroom observation and interview will bring clear results and give answers to the issues raised

in this work. The following parts describe in details each research instrument, its objectives and the reasons why it was utilised in this study.

1.7.1 Students' Test

As students are at the heart of the problem, their level of speech anxiety is vital to be considered in this work. Via test students will feel at ease while ticking the suitable answer. Indeed, the test gives more honest and objective results by which the researcher makes inferences of the students' answers skillfully as it is claimed by Urbina (2004: 5): "psychological tests are tools designed to help in drawing inferences about individuals or groups. When tests are used appropriately and skillfully they can be key components in the practice and science of psychology". Effectively, the public speaking class anxiety scale (PSCAS) which is "used specifically to tap speaking anxiety in EFL public speaking class for English language learners" (Yaikhong and Usaha, 2012:33) is used.

For the purpose of this research work, the PSCAS was administered to thirty students including fifteen females and fifteen males. After giving the test for these students, the researcher explained each question; sometimes translating the meaning of questions to Arabic was needed to make sure that students grasp the idea. Also, students were asked to handle the test back in the same time after ticking the answers to be sure that they answered all the items.

Students' test included seventeen items. Each of which was answered on a five-point likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). Thus, the total multiplied scores of the PSCAS were 85 and then subtracted by 17. Scores higher than 68 were categorised as high anxiety, between 68-51 as medium anxiety, and lower than 51 as low anxiety. The aim was to measure students' degree of speaking anxiety in an indirect way and to discover which gender experienced more speech anxiety. So, after delivering the test, a questionnaire was given to the same students

(Yaikhong and Usaha, 2012). In this regard, tests are different from questionnaire in which the former gives scores that evaluate a certain variable, yet the questionnaire allows merely to collect information. Dörnyei (2003:7) supports this view by saying that "a test measures how well someone can do something. In contrast, questionnaires do not have good or bad answers; they ask for information about the respondents (or 'informants') in a non-evaluative manner".

1.7.2 Students' Questionnaire

The same students were given a questionnaire immediately after finishing with the test. The aim was to compare both answers to see if students were honest and aware of the phenomenon. In addition, the questionnaire contained a variety of questions which turn around the same purposes so that the researcher gathered as much as students' opinions. Indeed, the researcher explained each question to the sample. By watching the sample, the researcher could   make sure that they answered all the questions.

The questionnaire is a tool used to collect and record information about students' speaking anxiety, situations and/or factors that cause it, and how to cope with it. In this sense, Dörnyei (2003) reveals that "by administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for […]" (p. 9).

Students' questionnaire included a collection of fifteen questions organised under four rubrics. The first rubric comprises two questions about the students' profile. It helped the researcher to find out if females are more anxious than males as it was hypothesised or not. Indeed, the second question of the rubric may give a clear view on students' choice which can be a cause either that motivates students to speak English or vice versa. The second rubric which contains three questions targeted to discover the situations where communication apprehension was found, mainly, it targeted to see if students were aware that they feel anxious in speaking situations or not. In the third rubric, students were asked seven questions that turned around the

same purpose which was finding causes of students speaking anxiety. In this sense, the researcher varied the questions to get as much causes as possible. Also, it helped to find out if students had facilitative or debilitative anxiety. The fourth rubric included three questions which gave students more freedom on how they see the problem and the strategies they rely on and/or expect from teachers to provide in order to cope with it.

It is worth nothing that questions in each rubric varied from close-ended, mixed, and open-ended questions. Foddy (1993, qtd. in Reja et al., 2003:161) claims that "By the close-ended questions the researcher wanted to collect information which limit the respondents to the set of alternatives being offered. Whereas, the open-ended questions allow the respondent to express an opinion without being influenced by the researcher". Multiple choice questions were also used so as to allow the respondents to choose more than a single answer.

1.7.3 Classroom Observation

It is an instrument which allows covering many aspects by using the five senses. Thus, a structured, non-participant, and covered observation was conducted. Indeed, it gives the researcher a clear view about the sample's behaviour in their educational setting. This view is clearly supported by Marshal and Rossman (1989, qtd. in Kawulich, 2005:02) who consider 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 allow the researcher to examine the real life situation by observing the symptoms that occur when students speak. Effectively, the symptoms confirm the existence of S.A for both genders. Also, this tool helps in a way or in another to discover the situation and/or reasons of speaking anxiety as well the strategies used by teachers so as students can cope with the problem easily.

Thus, a broad practical period was taken. Classroom observation was conducted in sessions of eight groups of second year students at Tlemcen University. In this sense, students were studying different modules like Anglo-saxon culture and

civilization (ASCC), comprehension and oral expression (COE), phonetics, written production expression (WPE), linguistics, literature, translation techniques, and grammar by different teachers. The researcher attended the classroom observation for eleven times over a twenty-one-day period of time.

For the sake of recording data during classroom observation, two techniques were used, i.e., a rating scale and note taking. The latter helped when observing an aspect which was not included in the rating scale. Yet, the first rating scale included students (females and males) and the second one was for teachers.

1.7.4 Teachers' Interview

To find out if teachers are aware enough of learners' speech anxiety, a structured interview was done with five teachers. The researcher preferred face-to-face interview to get a high quality of data. Then, the structured interview with teachers provided quantitative and qualitative data. Teachers answered the questions of the interview by relying on their experience in teaching be it long or short. In this regard, Seidman (2006:9) argues that "at the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience".

The interview included twelve questions. The first question included teachers' profile to have an idea about teachers' career and their experiences. The second question aimed to see the opinions of teachers about the problem highlighted. The third question had the purpose of finding out if teachers can notice the problem at their students when speaking. The fourth question aimed to see if teachers are conscious of speaking anxiety's situations. The fifth, sixth, and seventh questions were about the reasons of students' problem. Then, the remaining questions focused on collecting data about the strategies used in class by teachers to help their students cope with the problem.

After collecting data from the previous research instruments, i.e., test, questionnaire, classroom observation, and interview, a quantitative and qualitative procedure of data analysis was carried out.

1.8 Conclusion

Speaking is a crucial skill which needs to be developed by each student seeking to achieve proficiency in the target language. But, students experience a fear to speak with others, i.e., speaking anxiety. Various symptoms are experienced by the apprehensive speaker. They are associated to many situations and causes that can justify students' less participation in the classroom. As a result, the level of speech anxiety can affect the speakers' performance either by controlling this psychological factor or by causing many negative effects. Therefore, knowing how to cope with speech anxiety is important for the students since it helps them to express their thought in a successful manner and it makes them develop their speaking skill. Then, conducting a research design and methodology including the sampling and research informants and the research instruments were necessary to obtain the needed data.

Chapter Two

Data Analysis and Research Results

2.1 Introduction

2.2 Data Analysis Procedures

2.3 Students' Test and Questionnaire

    2.3.1 Results

        2.3.1.1 Test Results

        2.3.1.2 Questionnaire Results

    2.3.2 Interpretation

2.4 Classroom Observation

    2.4.1 Results

    2.4.2 Interpretation

2.5 Teachers' Interview

    2.5.1 Results

    2.5.2 Interpretation

2.6 Discussion of the Main Results

2.7 Suggestions and Recommendations

    2.7.1 Strategies to Cope with Speaking Anxiety

        2.7.1.1 Personal Strategies

        2.7.1.2 Pedagogical Strategies

2.8 Conclusion

2.1 Introduction

Students show certain symptoms of speaking anxiety in many situations due to different factors. Therefore, suggesting some strategies to cope with it so as to enhance the speaking skill is at the heart of this research work. In this sense, the data will be collected from different sources through the use of a set of instruments including a test and a questionnaire administered to second year English foreign language students, classroom observation in sessions of the eight groups available in the department, and an interview with teachers. The data will be analysed relying on a mixed approach which combines both quantitative and qualitative methods.

The present chapter is devoted to procedures of data analysis, and the interpretation of the results gathered from each instrument. Then, final results are given after the triangulation of all the research instruments used. Also, some suggestions and recommendations are given by the researcher.

2.2 Data Analysis Procedures

To obtain conclusions and reach the essential goals in this research work, a process of data analysis was undertaken. Data analysis relied on quantitative and qualitative methods. The former helped to give statistics, yet the latter provided explanations and answers according to the context. In this vein, combining both methods in a mixed approach was needed to get a complete view of the issue raised before ; "mixed methods can be used to provide a more complete picture of the phenomenon under study than is possible using a single method" (Mertens, 2012: 9).

So, students' test and classroom observation will be analysed quantitatively, while students' questionnaire and teachers' interview will be analysed quantitatively and qualitatively.

2.3 Students' Test and Questionnaire

The test and the questionnaire in this exploratory case study were administered to thirty second year EFL students. The two research tools were delivered and handed back in December 2015, during seven days. The researcher had to deliver both

research instruments to the sample from eight groups by taking into consideration gender which was an important parameter in the study. The researcher had to explain all items and questions to get complete results. Then, the data collected from tests and questionnaires were quantitatively and qualitatively analysed.

2.3.1 Results

Different results were found from the test and the questionnaire. Yet, each tool determined the other tool in this mixed approach.

2.3.1.1 Test Results

After scoring the test of each student, i.e., thirty tests, it was revealed that sixteen students (53.33%) from the whole sample experienced low level of speaking anxiety, thirteen of the students (43.33%) had a medium speaking anxiety, and one student (3.33%) had a high level of S.A (see Figure 2.1).
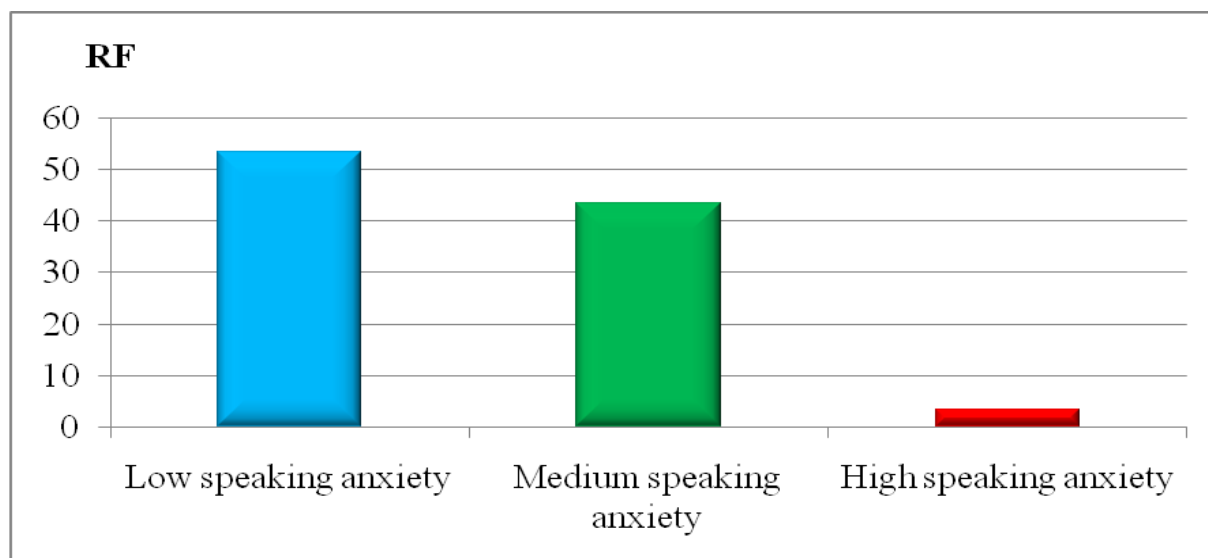
Figure 2.1: Students' level of speaking anxiety.

Then, by taking into consideration each gender's level of speaking anxiety, it was found that from the whole number of females (15), six females experienced low speaking anxiety, eight of them had medium level of speaking anxiety, and one of them had a high level of speaking anxiety. Then, from the whole number of males

(15), it was found that ten males had a low level of S.A, five of them experienced medium level of S.A, and no male had a high level of S.A (see Figure 2.2).
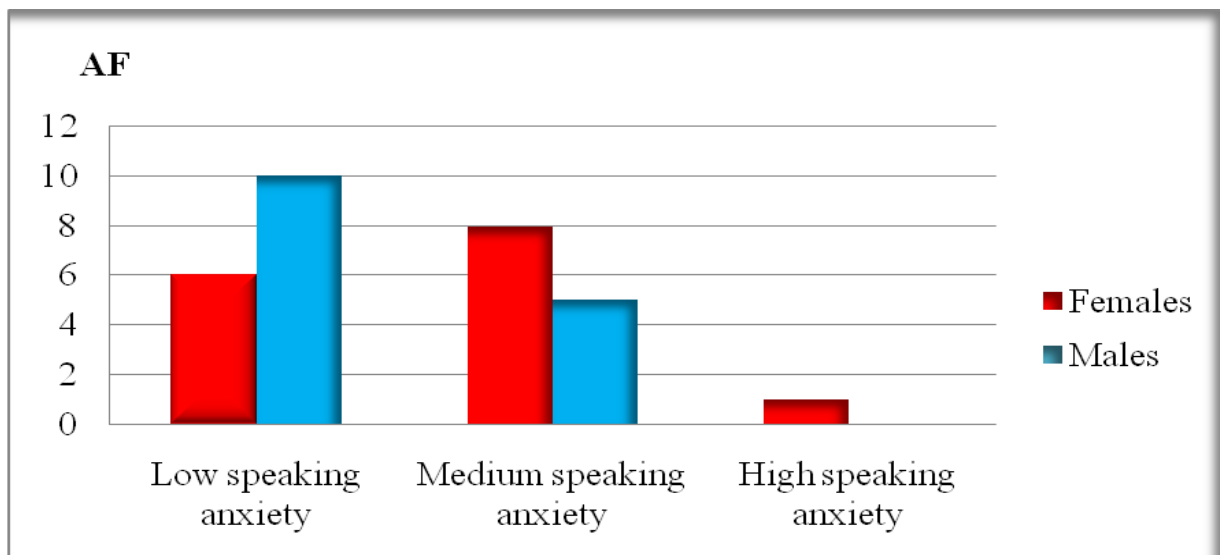
Figure 2.2: Level of speaking anxiety according to gender.

In order to know if girls are more anxious than boys the researcher relied on the T-test[1] (T). This later requires the determination of the mean[2] (M), the standard deviation[3] (S), and the variance[4] (S²) of the students and for each gender. That is, the mean of students' scores was 50.53, which showed a low level of speaking anxiety. The mean of females' scores was 52.93. This latter denoted a medium level of speaking anxiety. Moreover, the mean of males' scores was 48. It showed a low level of speaking anxiety (see Table 2.1).

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[1] T-test is a statistical test that is used to determine if there is significant difference between the mean or average scores of two groups.

[2] Mean is the sum of the scores divided by the number of the scores.

[3] Standard deviation is the square root of the variance.

[4] Variance is the sum of the squared deviations from the mean, divided by the degrees of freedom (N-1).

Table 2.1. Students and each gender's mean of PSCAS's scores.

	Total	Mean	Level of speaking anxiety
Students	30	50.53	Low
Females	15	52.93	Medium
Males	15	48.13	Low

The standard deviation of the whole students was 8.54. It showed the extent to which students' values swerved from their mean 50.53. The standard deviation of girls (S_1) was 8.41. This later indicated the extent into which females' values swerved from its mean 52.93. The standard deviation of boys (S_2) was 8.25. It also indicated the extent into which males' values swerved from its mean 48.13 (see Table 2.2).

Table 2.2. Students and each gender's standard deviation of PSCAS.

	Total	Standard deviation
Students	30	8.54
Females	15	8.41
Males	15	8.25

Also, the variance of the students was 73.01. Indeed, the variance of females (S_1^2) was 70.77 and for males (S_2^2) was 68.11. The variances are presented in Table 2.3.

Table 2.3. Students and each gender variance of PSCAS.

	Total	Variance
Students	30	73.01
Females	15	70.77
Males	15	68.11

After applying the rule T $= \dfrac{\ddot{a}_1 - \ddot{a}_2}{\sqrt{\frac{S^i_1 + S^i_2}{n-1}}}$, it was found that the axial value of T was

2.20. Then, the researcher supposed 0.05 as a significance level[5]. In this vein, the tabular value of Test-t (T_1) is the junction point between the significance level (0.05) and the degree of freedom (DF), which was 28. Therefore, the tabular value was 1.70.

Since $1.70 \leq 2.20$, it could be proved that there was a statistically significant difference between females and males in the level of speaking anxiety. Precisely, females were more anxious to speak than males because they had a higher mean 53.93 as compared to males 48.13. Females' standard deviation was 8.41. This latter was higher than the one of males, i.e., 8.25. Females' variance was 70.77. It was also higher than males' variance 68.11. Indeed, the results of the questionnaires that were given to the same students will be mentioned.

2.3.1.2 Questionnaire Results

The questionnaire contained many questions to the students. The questions were arranged according to four rubrics.

Rubric One: Personal Information

The aim of this rubric was to obtain some information about the students that would indirectly help the researcher in interpreting the data.

Question One: Students' gender

The first question addressed to second year EFL students intended to identify their gender since this latter was an important parameter for the researcher to know if females are more anxious to speak than males or not. Also, it was used to identify the gender of students in the tests because both tools were given to the same students.

Question Two: Students' choice of English

Question number two aimed to know if studying English at university was students' personal choice so that they were motivated to learn the language and speak

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[5] Significance level is the probability with which we are willing to reject H_0 when it is in fact correct.

it or they were obliged to study it so as it might be a cause that pushed them to talk less and anxiously in class. Twenty eight of the students (93.33%) claimed that English was their personal choice, yet two students (6.66%) were obliged to study English at university. Moreover, from the fifteen females, thirteen of them confirmed that English was their personal choice and two of them were obliged to study it. Concerning males, from the fifteen males, fifteen males said that English was their personal choice and no one was obliged to study English at university. All the data are represented in Table 2.4.

Table 2.4. Students' choice of studying English at university.

	AF		Total AF	RF of the students
	Females	Males		
Personal choice	12	15	28	93.33%
Obligatory	02	00	02	6.66%

AF: Absolute Frequency

RF: Relative Frequency

Then, the situations of communication apprehension will be highlighted in the following rubric.

Rubric Two: Situations of Speaking Anxiety

The focal target of this rubric was to know if second year EFL students feel anxious in speaking situations and under which situations.

Question Three: Students' awareness of speech anxiety

In this question the researcher looked forward to see if second year EFL students were aware that they have a certain level of speaking anxiety (low, medium, or high) or not. In this regard, twenty of the students (66.66%) reported that they felt

anxious when it is needed to speak in class, yet ten of them (33.33%) reported that they did not feel anxious to speak (see Table 2.5).

Table 2.5. Students' awareness of speech anxiety.

	AF	RF
Yes	20	66.66%
No	10	33.33%
Total	30	100%

Then, from the fifteen females, twelve of them reported that they felt anxious to speak English when it is needed and three of them claimed that they did not. Indeed, from the fifteen males, eight claimed that they were anxious and seven of them answered 'no'. Females and males awareness of speech anxiety is represented in Table 2.6.

Table 2.6. Awareness of speech anxiety according to gender.

	AF	
	Females	Males
Yes	12	08
No	03	07
Total	15	15

Students experienced communication apprehension in many situations. They will be confirmed in the following question.

Question Four: Speaking anxiety situations

Question four was an indirect question for the situations that make students anxious to speak by giving choices to select so as to know when students feel anxious. In this vein, thirteen of the students (43.33%) felt anxious while talking to their teacher, thirteen of them (43.33%) were anxious while contributing in formal

discussions, five of them (16.16%) claimed that they were anxious when there is a stranger, four students (13.33%) were anxious when talking in front of the other gender, eight students (26.66%) felt anxious to speak in situation of performing in front of their classmates, fifteen of them (50%) were anxious in oral presentations, and thirteen (43.33%) felt anxious in oral tests. The situations of S.A are shown in Figure 2.3.
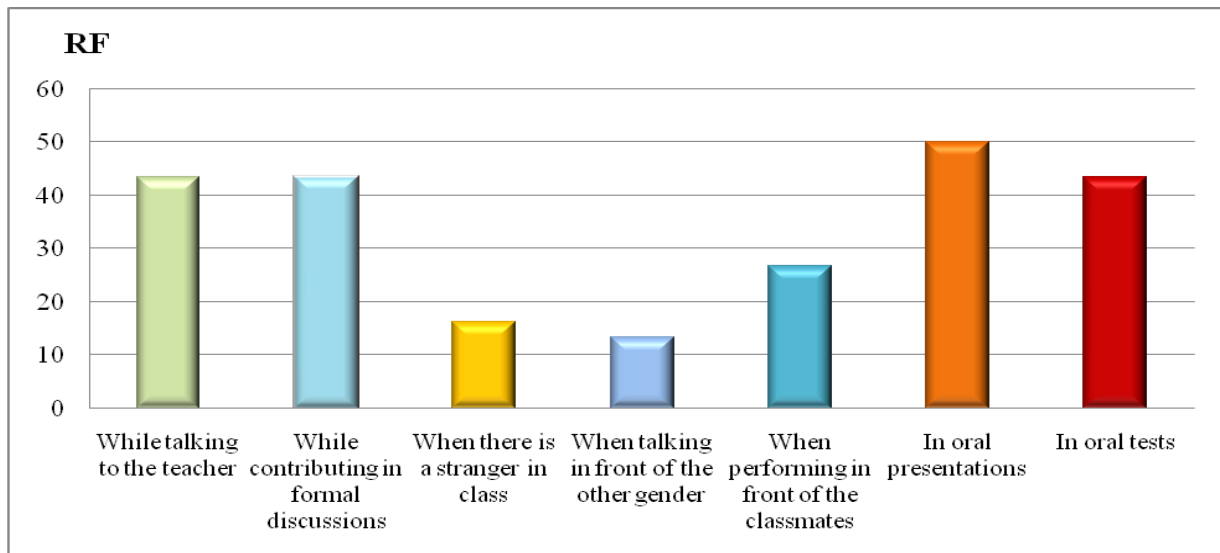
Figure 2.3: Situations of speaking anxiety.

Then, from the fifteen number of girls, seven girls were anxious while talking to their teacher, nine females were anxious while contributing in formal discussions (one female who provided that she did not feel anxious ticked on this item), two females were anxious when there is a stranger. Three females claimed that they were anxious to talk in front of the other gender, four girls felt anxious when performing in front of their classmates, nine of the girls were anxious in oral presentations, and nine of the girls were anxious in oral tests.

From the fifteen number of boys, six boys were anxious while talking their teacher, four boys were anxious while contributing in formal discussions (one male who provided that he did not feel anxious ticked on this item), three males were anxious when there is a stranger, one male was anxious to speak in front of the other gender, four males were anxious to speak in front of their classmates (two males who reported that they did not feel anxious to speak ticked on this item), six males were

anxious to speak in oral presentations (one male who said that he did not feel anxious ticked on this item), and four males were anxious in oral tests (one male who provided that he did not feel anxious to speak ticked on this situation). The situations of S.A according to gender are shown in Figure 2.4.
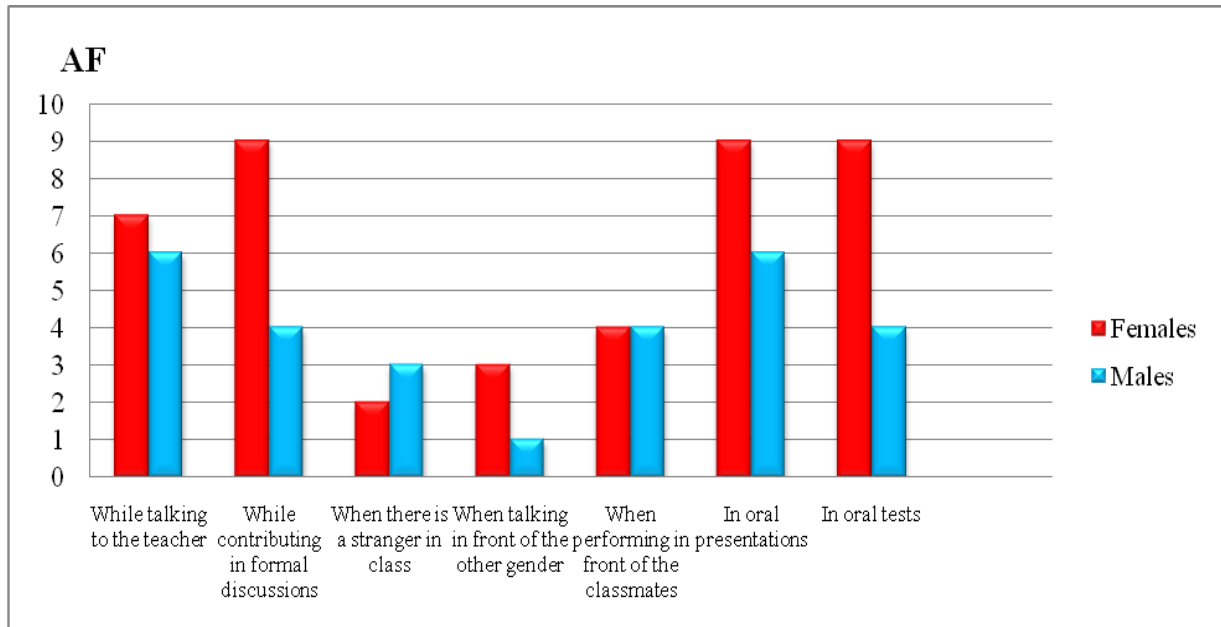
Figure 2.4: Situations of speaking anxiety according to gender.

In addition to the previous situations, second year EFL students added other situations where they felt less confident to speak. They will be confirmed in the subsequent question.

Question Five: Other situations of communication apprehension

This question aimed to find out the other situations which the researcher did not mention in the previous question and that make students anxious to speak. In this regard, four students (including three females and one male) were anxious while talking to native speakers, two students (females) were anxious in oral exams, one student (male) was anxious to speak English outside (in bus), another student (female) was anxious to speak in public, and one student (female) was anxious in conferences. Then, the other students stated that they did not have other situations that lead them to experience speaking anxiety.

Rubric Three: Causes of Speaking Anxiety

This rubric had the aim of finding out the main causes that lead second year EFL students to be anxious while speaking as well as to discover if those reasons push them to continue the speaking task by fighting it or to stop speaking.

Question Six: Causes of speech anxiety

The researcher asked the question 'why do you feel anxious to speak' by giving four choices to tick. Getting some causes of the problem was the main purpose. Thus, eighteen of the students (60%) were anxious due to the lack of linguistic competence, twelve of them (40%) felt not at ease to speak English because of the lack of preparation, five (16.66%) were anxious due to the lack of motivation, and eleven (36.36%) of the students were anxious due to the fear of being the centre of attention. The causes are represented in Figure 2.5.
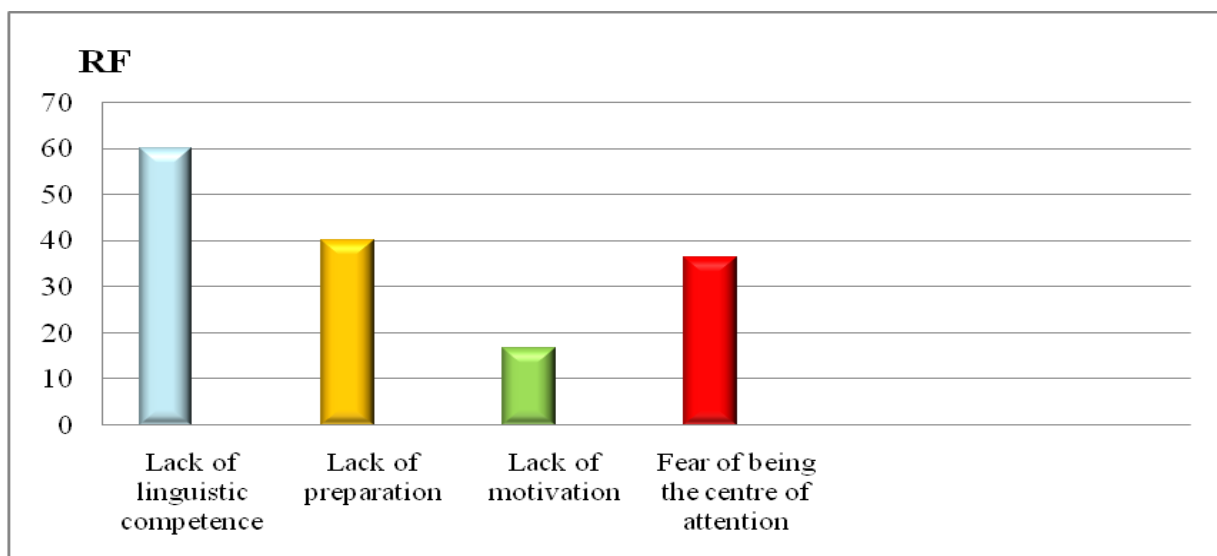
Figure 2.5: Causes of speech anxiety.

Moreover, from the whole number of females, eight girls were anxious due to the lack of linguistic competence (three females who reported that they did not feel anxious ticked on this reason), six girls were anxious because of the lack of preparation (one female who claimed that she did not feel anxious ticked on this cause), three girls were anxious since they lacked the motivation (one female who provided that she did not feel anxious selected this item), and eight females felt

anxious to speak because of the fear of being the centre of attention (one female who provided that she did not feel anxious to speak ticked on the item). Also, from the whole number of males, ten boys were anxious because of the lack of linguistic competence (three males who reported that they did not feel anxious to speak ticked on this item), six males were anxious due to the lack of preparation (two males who reported that they did not feel anxious ticked on this cause), two males were anxious because of the lack of motivation (two of them provided that they did not feel anxious yet they ticked on the item), and three of them were anxious because they were afraid of being the centre of attention (see Figure 2.6).
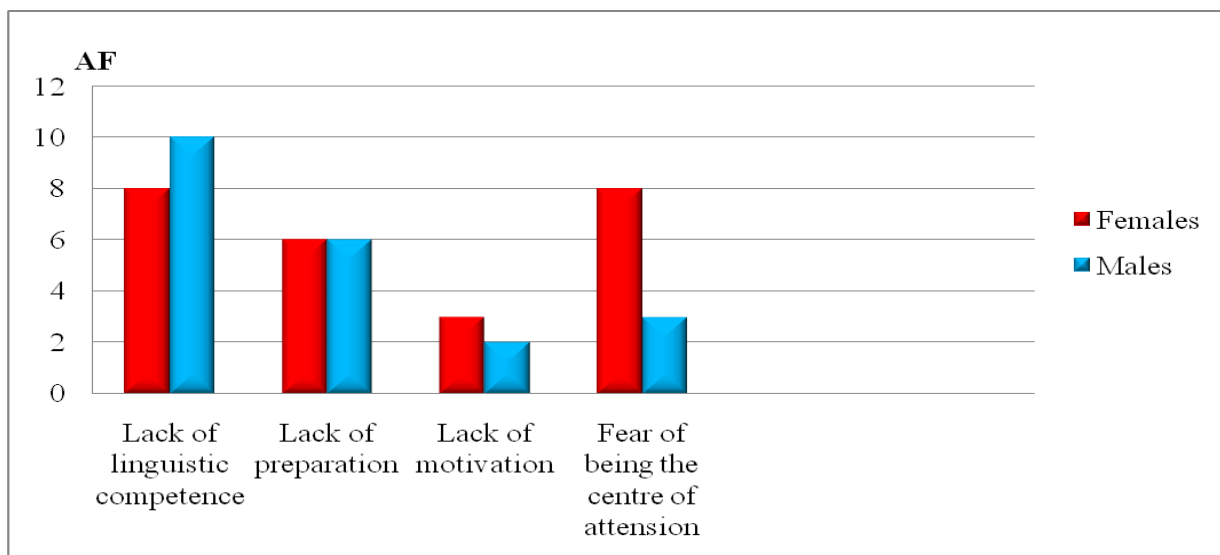
Figure 2.6: Causes of speech anxiety according to gender.

There were other causes which led students to be anxious to speak. It made them silent and afraid to express their ideas. Thus, one of them will be mentioned in the following question.

Question Seven: Errors' correction as a cause of students' communication apprehenension.

The aim of this question was to figure out if errors' correction is a cause of students' communication apprehension. In this sense, the students who speak again do not feel anxious when their errors are corrected; in fact those who make more efforts to enhance their speaking level feel anxious due to the previous cause. Twelve of the

students (40%) reported that they spoke again when their errors were corrected, i.e., they did not experience speaking anxiety. In the other hand, eighteen students (60%) provided that they needed to make more efforts, i.e., they felt anxious to speak.

From the whole number of females, six girls did not feel anxious when their errors were corrected, yet nine of them were anxious when correcting their errors. Indeed, from the whole number of males, six boys were not anxious when correcting their errors and nine boys were anxious to speak when correcting their errors. Therefore, errors' correction caused students to be apprehensive to speak with regard to both genders. (see Table 2.7).

Table 2.7. Errors' correction as a cause of students' communication apprehension.

	AF		Total AF	RF of the students
	Females	Males		
Speaking again	6	6	12	40%
Making more efforts to enhance the level	9	9	18	60%

Then, competition was another indirect cause of some second year EFL students' speaking anxiety. This notion will be elucidated in the next question.

Question Eight: Competitiveness as a cause of students' speaking anxiety

The aim of this question was to see if comparing oneself with other classmates diminishes the will of students in class and made them anxious to speak. As a result, ten students (33.33%) answered 'yes', but twenty (66.66%) answered 'no' (see Figure 2.7).
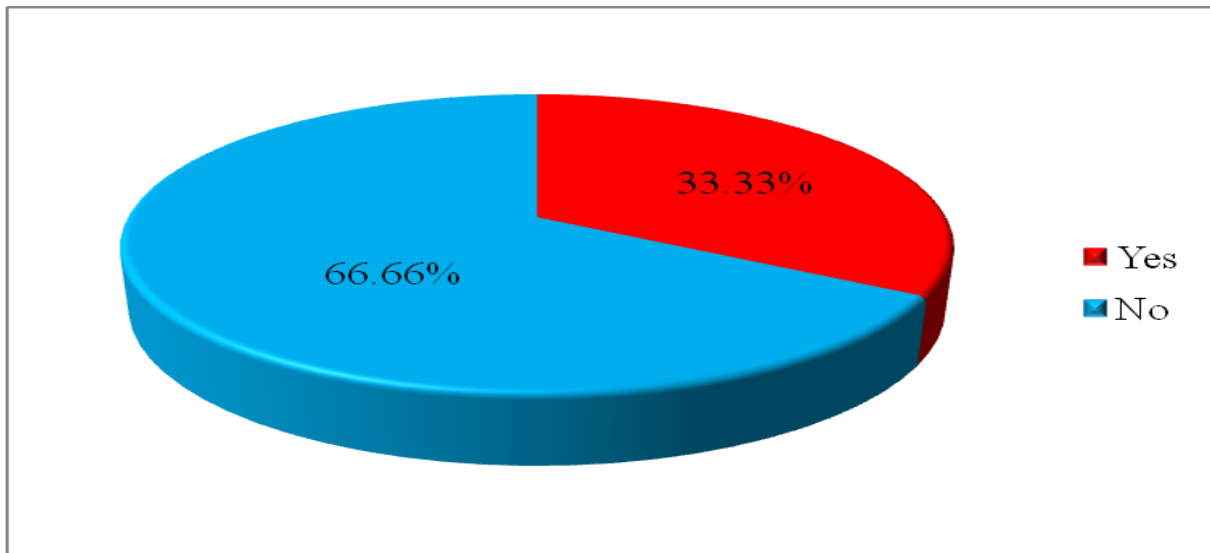
 Figure 2.7: Competitiveness as a cause of students' speaking anxiety.

Indeed, from the whole number of females, six females answered 'yes' and nine of them answered 'no'. Also, from the whole number of males, four boys responded 'yes' and eleven of them answered 'no', as it is shown in Table 2.8.

Table 2.8. Competitiveness as a cause of speaking anxiety according to gender.

	AF	
	Females	Males
Yes	06	04
No	09	11
Total	15	15

Students might laugh at the speakers' mistakes which embarrassed them so that they remained silent if not anxious to share their thoughts. This idea will be discussed in the subsequent question.

Question Nine: Laughing at mistakes as a cause of students' speech anxiety

This question aimed to find out if laughing at students' mistakes lead them to have speech anxiety. In this vein, thirteen of the students (43.33%) responded 'yes', yet seventeen of them (56.66%) answered 'no' (see Figure 2.8).
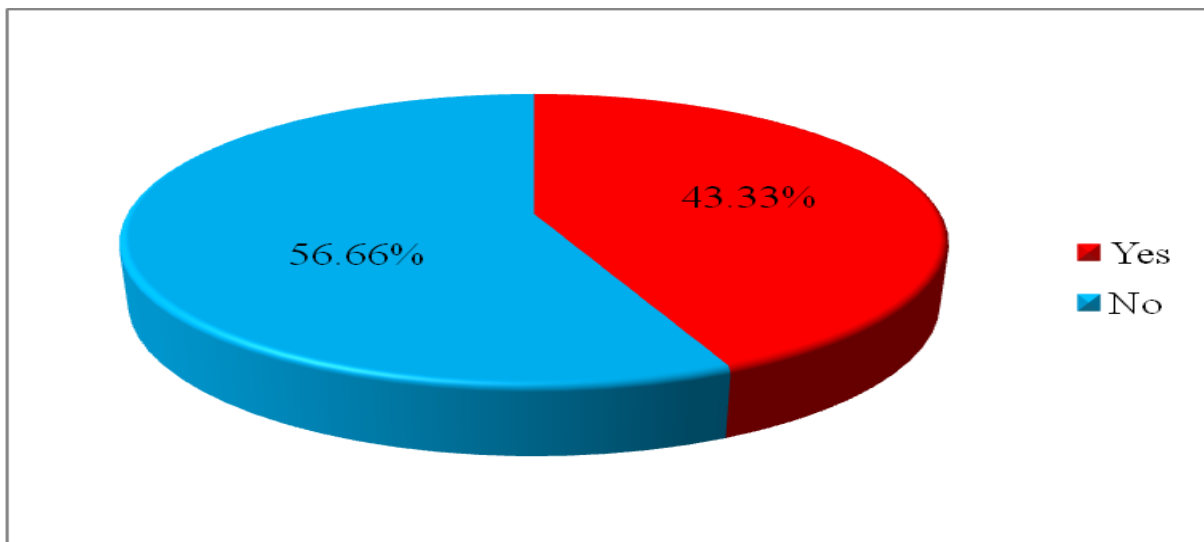
Figure 2.8: Laughing at mistakes as a cause of students' speech anxiety.

Then, from the whole number of girls, six females answered 'yes' (one females who said that she did not feel anxious to speak answered on this question with yes) and nine of them answered 'no', indeed, from the whole number of males, seven males answered 'yes' (three males who said that they did not feel anxious to speak answered 'yes') and eight of them responded 'no', as represented in Table 2.9.

Table 2.9. Laughing at mistakes as a cause speech anxiety according to gender.

	AF	
	Females	Males
Yes	06	07
No	09	08
Total	15	15

Also, asking direct question to the students could make most of them not confident to speak English, which will be stated in the following question.

Question Ten: Direct questions as a cause of students' communication apprehension

The aim of this question was to see if direct questions lead students to respond anxiously or comfortably. In this regard, nineteen of the students (63.33%) claimed that they felt anxious and eleven students (36.66%) reported that they responded 'comfortably' (see Figure 2.9).
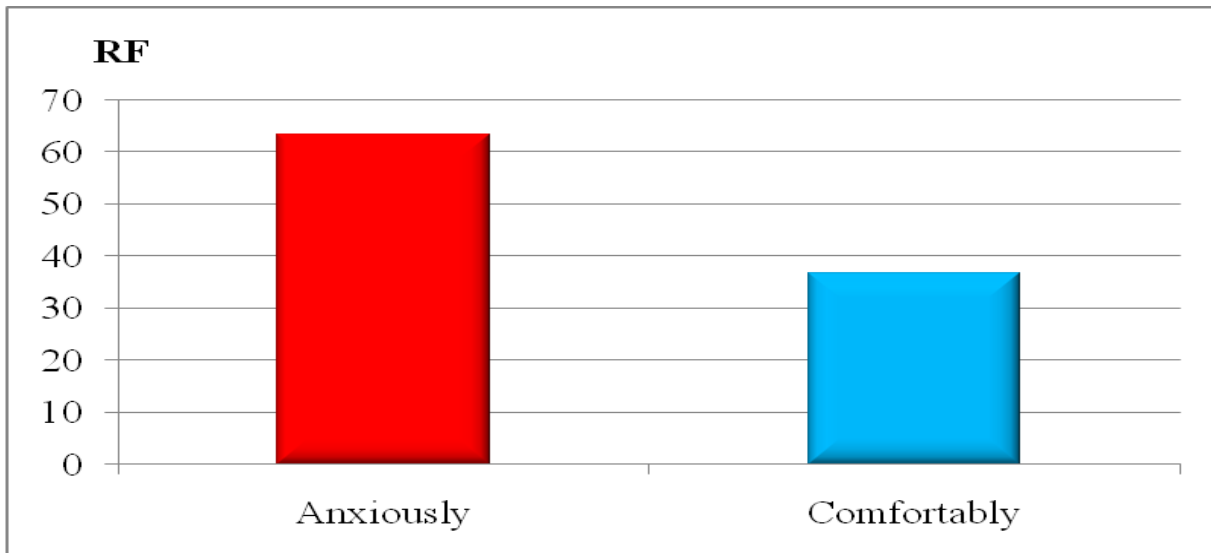
Figure 2.9: Direct questions as a cause of students' communication apprehension.

Also from the whole number of girls, ten girls responded 'anxiously' (one female who claimed that she did not feel anxious ticked 'anxiously') and five of them responded 'comfortably'. From the whole number of boys, nine of them ticked 'anxiously' (one male who claimed that he did not feel anxious ticked 'anxiously') and six of them ticked 'comfortably' (see Table 2.10).

Table 2.10. Direct questions as a cause of speaking anxiety according to gender.

	AF	
	Females	Males
Anxiously	10	09
Comfortably	05	06
Total	15	15

Yet, students provided some extra causes of their fear to speak English inside the classroom setting as will be posited in the next question.

Question Eleven: Other causes of students' speaking anxiety

This question aimed to find other reasons that lead students to be anxious when speaking. Nine students felt anxious to speak due to the lack of the appropriate answer (three females and six males), seven students (four girls and three boys) reported that they felt anxious to speak when they are in bad mood. i.e., because of their personal problems (two boys who claimed that they did not feel anxious gave this answer), seven students (five females and two males) agreed that they felt anxious to speak because of being not interested in the module and the topic (one female and two males who provided that they did not feel anxious to speak gave this answer), five students (three females and two males) were anxious because they are afraid of making mistakes (one boy who claimed that he did not feel anxious gave this answer), for three students (males); one was anxious because of being interrupted, another male provided that he did not feel anxious. Then, he said that when he hate the teacher he feet anxious to speak during his session, and for the last one, when he is asked to repeat what he had already said.

For three females, one was anxious to speak when facing a complicated question, for the other one when the audience are looking at the way she was dressing, and for the third one when she observed that the teacher is in bad mood. Another two students (females) were anxious to speak because of being sick and tired. The remaining answers were just repetitions of what the researcher had provided or sometimes there were no other reasons to add by the respondents. But, students could have either debilitative or facilitative speaking anxiety, which will be highlighted in the next question.

Question Twelve: Students' type of speaking anxiety

This question aimed to discover the type of students' speech anxiety from the factors they provide, i.e., if students flee the speaking task, they have debilitative speaking anxiety and if students fight it, they have facilitative speaking anxiety. In this

regard, six students (20%) fled the speaking task and twenty four of the students (80%) fought the speaking task. The type of S.A is illustrated in Figure 2.10.
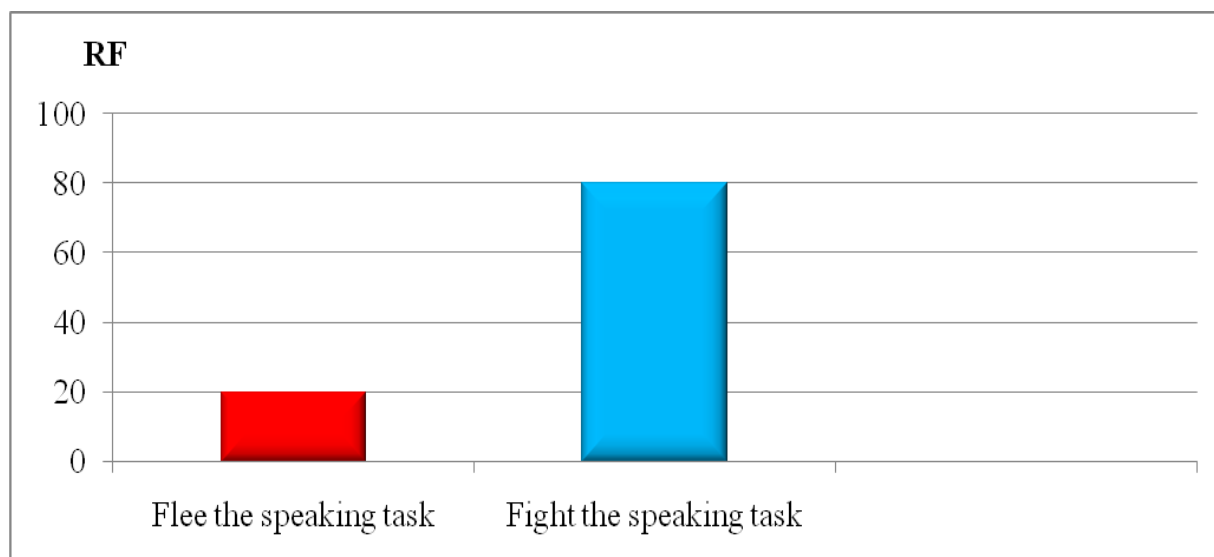
Figure 2.10: Students' type of speaking anxiety.

From the whole number of the females, four of them fled the speaking task and eleven of them fought the speaking task. On the other hand, from the whole number of males, two males fled the speaking task and thirteen males fought it (see Table 2.11).

Table 2.11. Type of speaking anxiety according to gender.

	AF	
	Females	Males
Flee the speaking task	04	02
Fight the speaking task	11	13
Total	15	15

Moreover, students were free to show their attitudes toward S.A and they will provide some strategies to cope with it in the subsequent rubric.

Rubric Four: Strategies to Cope with Speech Anxiety

This rubric aimed to know students' attitudes toward the issue of speech anxiety and to end up with some strategies suggested by the informants to cope with it.

Question Thirteen: Students' attitudes toward communication apprehension

This question aimed to see students' views and attitudes toward this problem. Twenty seven of the students (90%) claimed that coping with this problem was very important. One student (3.33%) provided that coping with it was less important. Two students (6.66%) claimed that coping with C.A was not important. As it is shown in Figure 2.11.
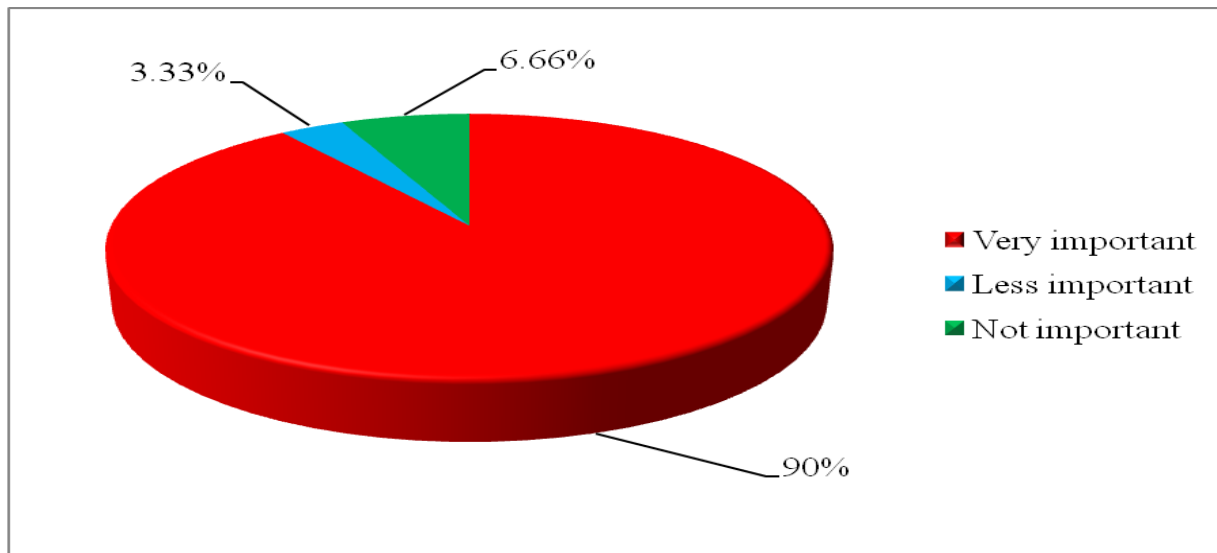
Figure 2.11: Students' attitudes toward communication apprehension.

From the whole number of girls, fifteen females provided that coping with this problem was very important, one of them said that it was less important, and two of them provided that coping with C.A was not important (see Table 2.12).

Table 2.12. Attitudes toward communication apprehension according to gender.

	AF	
	Females	Males
Very important	15	11
Less important	00	01
Not important	00	02
Total	15	15

Students felt free to suggest some solutions in the form of strategies for the sake of coping with S.A and they will be represented in the following question.

Question Fourteen: Students' strategies to cope with speaking anxiety

This question targeted to see how students cope with the problem of speaking anxiety. In this vein, nineteen of the students (nine females and ten males) reported that they coped with their speaking anxiety by practising English inside and outside the classroom via face-to-face communication or by using the social network like skype. Fifteen of the students (eight females and seven males) provided that they diminished their level of S.A via enriching their vocabulary through reading a lot and by listening to English songs and watching movies. Ten of the students (six females and four males) reported that they coped with their speaking anxiety by trying to motivate and encourage themselves by positive self talk and by not caring for what others say. Six students (five females and one male) provided that they needed to prepare well their speech before so as not to be anxious while speaking.

Two Students (males) claimed that they prayed God to help them as well as they red Qur'an to feel more relaxed and speak comfortably. One student (male) reported that he wrote lyrics in English and he tried to sing it so as to familiarise himself to speak. He also added that when he lacked a vocabulary he substituted it with another one so as to continue his utterance. Another student (male) said that when he spoke about his problems to someone he trusted, he would feel more motivated to speak. Also, students wanted their teachers to behave in certain way to help them to speak confidently as will be cited in the next question.

Question Fifteen: Students' expectations from teachers

This question had the aim of finding out what students expect from their teachers to help them in coping with speech anxiety. In this sense, thirteen of the students (two females and eleven males) asserted that the teacher needs to find ways to motivate them to speak so as to speak comfortably. Ten of the students (eight females and three males) responded that teachers should consider mistakes as natural if not they need to correct it in a good and polite way. Six students (three females and three

males) pointed out that the teacher should make them work in pairs and groups rather than individually to be more motivated. Five students (four females and one male) claimed that the teacher should insist on developing their speaking skill inside the classroom by giving them practices like interview, play, or opening a debate. This latter would help them to overcome their shyness. Four students (three females and one male) agreed that the teacher need to be close to them, i.e., they wanted him / her to be like a friend to speak more in class.

Three students (two females and one male) claimed that the teacher should create a calm atmosphere for learning, i.e., the teacher should be creative all the time so as they would not feel bored to speak. Indeed, they liked their teachers to rely on the use of technology. Three students (females) said that if the teacher explains the lesson in a simple and not complicated language and if he asks clear questions, they will speak confidently. Two students (females) liked their teachers to call them in their first names to speak more. One student (female) preferred her teachers to give her home works so that she prepares it and makes researches to share in class. Four students (males) suggested different views, i.e., one of them said that the teacher needs to be the psychologist in class with whom they share their problems; another one claimed that the teacher has to be in a good mood all the time. Effectively, if he is not in good mood, they will not open their mouths to speak. The third male pointed out that his teacher has to give them the strategies to develop their speaking skill since he/she is more experienced. The last male confirmed that his teachers should have a better level in speaking than him in order to be at ease and more motivated to speak.

2.3.2 Interpretation

Speech anxiety is one of the major educational problems that students face. As a matter of fact, some students were aware that they had this problem be it high, medium, or low level of speaking anxiety, while others were not aware that they had a certain level of speaking anxiety. The data collected from the test and the questionnaire addressed to thirty second year EFL students revealed that the 20 students (66.66%) who reported that they felt anxious when they need to speak in class, experienced high, medium, or low speaking anxiety. On the other hand, the ten

students (33.33%) who reported that they did not feel anxious to speak experienced low level of communication apprehension and one medium C.A. That is, females were more aware of having this problem (12). Indeed, females experienced S.A more than males since the T-test could prove that there was a difference between females and males in the level of speaking anxiety. As a result, females were more apprehensive to speak because they had a higher mean, standard deviation, and variance as compared to males.

All students being aware or not aware of the problem, who experience high, medium, or low level of communication apprehension, provided many situations, reasons, and strategies of S.A except one male who was having a low level of speaking anxiety. Effectively, students (50%) were anxious to speak in oral presentations especially girls. Also, speaking to the teacher, contributing in formal discussions and in oral tests led some students (43.33%) to be anxious especially girls as well. Performing in front of classmates was another situation that made both genders anxious to speak. Then, having a stranger in class made especially boys anxious and speaking in front of the other gender made girls more anxious than boys. Students provided other situations that make them anxious to speak, i.e., talking native speakers especially for females as well in oral exams and in conferences. A male provided that speaking English outside the class makes him apprehensive.

Many reasons led students to be anxious in the previous situations. That is, 63.33% of the students had a certain level of S.A due to the direct questions that are asked by their teachers mainly for girls. 60% of the students were anxious to speak because of the lack of linguistic competence and when the teacher corrects their errors. In the former cause, males were more anxious than females but for the latter cause both genders were equally anxious. Also, laughing at mistakes was another cause that made students (43.33%) anxious especially boys. Students from both genders (equal number, 40%) agreed that the lack of preparation was a cause of their speech anxiety. The fear of being the centre of attention was a reason of being anxious mainly for girls. Later, comparing oneself with the other classmates, lacking motivation, and being obliged to study English were other causes of students' S.A especially females.

The other causes that were provided by both genders varied, i.e., lacking the appropriate answer, being not interested in the module or the topic, being in bad mood, being afraid to commit mistakes, being not understood by the teacher, being sick and tired, being interrupted while speaking, hating the teacher, repeating the idea, facing complicated questions, looking at the way of dressing, and when the teacher is in bad mood were reasons that push both males and females to be anxious.

All these situations and reasons of speech anxiety are complemented and might lead students to have either facilitative or debilitative anxiety. 80% of the students had facilitative S.A and 20% had debilitative S.A. Indeed, males had more facilitative anxiety than females.

Along this process, coping with speaking anxiety was very important for the majority of students especially for females. Effectively, coping with the problem remains focal by practising English as much as possible to use it spontaneously when needed in class, motivating and encouraging oneself via positive self-talk, reading and listening, preparing the speech in advance, praying God, being smart in using the language, and sharing this problem with others. The aforementioned strategies were suggested by both genders to cope with speech anxiety and enhance the speaking skill.

These students wanted their teachers to help them since they are the coaches inside the classrooms. Thus, they wanted their teachers to have two roles; the first one is a psychologist if not a friend who calls them by their first names and who never shows his/her students that he/she is in bad mood. On the other hand, they liked them to be teachers with good levels so that they provide a suitable atmosphere where there is motivation, creativity, and different technologies. These teachers can motivate their students to speak by using simple language, providing practice in the class, and by suggesting techniques to develop speaking. Also, students liked their teachers to make them work in pairs and groups and why not correcting their mistakes in an acceptable way.

It can be concluded that all students had a certain level of communication apprehension. Since females had a higher mean, standard deviation, and variance when

compared to male, it could be confirmed that females were more anxious than males in speaking situations and for different reasons. Both genders agreed that coping with this problem was very important so that following some personal strategies with pedagogical ones by teachers would be beneficial. Then, classroom observation was another tool used by the researcher to obtain the needed data.

2.4 Classroom Observation

The classroom observation conducted in this case study took place at the department of English, Tlemcen University.

2.4.1 Results

During classroom observation which lasted for twenty one days (eleven sessions in all), the researcher obtained results from using a rating scale and note taking. The classroom observation was divided into two parts: one for students' behaviour and the other one for teachers' behaviour. In this sense, the two parts are complemented. The results of the first part which was devoted to students' behaviour are in Table 2.13, 2.14, and 2.15 .

Table 2.13. Symptoms of speaking anxiety.

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	Female		Male	
	Yes	No	Yes	No
Breathing Faster	9.09%	90.90%	0%	100%
Having a red face	45.45%	54.54%	9.09%	90.90%
Quivering voice	63.63%	36.36%	54.54%	45.45%
Moving	36.36%	63.63%	36.36%	63.63%
Avoiding eye	9.09%	90.90%	18.18%	81.81%

contact				
Using hands	45.45%	54.54%	45.45%	54.54%
Speaking quietly	36.36%	63.63%	36.36%	63.63%
Speaking without raising hands	81.81%	18.18%	81.81%	18.18%
Speaking briefly and quickly	100%	0%	100%	0%
Losing control but continuing the speech	90.90%	9.09%	36.36%	63.63%
Losing control and stopping the speech	72.72%	27.27%	45.45%	54.54%
Making repetitions	27.27%	72.72%	18.18%	81.81%
Making stops of utterances	81.81%	18.18%	72.72%	27.27%
Hiding oneself	45.45%	54.54%	90.90%	9.09%
Escaping from the speaking situation	36.36%	63.63%	100%	0%
Writing what they are going to say in paper	0%	100%	9.09%	90.90%

Table 2.14. Situations of speaking anxiety.

	Female		Male	
	Yes	No	Yes	No
Speaking in front of classmates	18.18%	81.81%	18.18%	81.81%
Existence of other gender	100%	0%	100%	0%
With teacher	100%	0%	100%	0%
Students-students discussion	54.54%	45.45%	54.54%	45.45%
Role plays	18.18%	81.81%	18.18%	81.81%

Table 2.15. Causes of speaking anxiety.

	Female		Male	
	Yes	No	Yes	No
Lacking linguistic competence	90.90%	9.09%	90.90%	9.09%
Lacking preparation	63.63%	36.36%	63.63%	36.36%
Severe errors' correction	36.36%	63.63%	36.36%	63.63%
Competition	27.27%	72.72%	27.27%	72.72%
Laughing on mistakes	45.45%	54.54%	45.45%	54.54%
Direct questions to students	100%	0%	100%	0%

Being not interested in the topic and module	72.72%	27.27%	72.72%	27.27%
Being tired	9.09%	90.90%	9.09%	90.90%
Lacking revision	54.54%	45.45%	54.54%	45.45%

Throughout the sessions of classroom observation, the researcher could observe some common symptoms on students from the eight groups during different modules. That is, all students' utterances (100%) were quick and taking the form of short sentences for both genders. Also, both genders were giving answers without raising their hands (81.81%), which led the students in most times to speak all together at one time. In this regard, students' speech was characterised by pauses and stops, which made the utterances less fluent for both genders especially girls. Students, especially boys, showed the behaviour of escaping from the speaking situation (90.90%) by being hidden and sat at the back places in almost the eleven sessions of observation. Moreover, it was strongly observed that second year EFL students, mainly females, lost their control while speaking (90.90%) by saying "Em, Er", but after seconds these students continued what they were saying. In fact, there were some students who gave up and stopped their speech while speaking especially girls as well.

Although it was difficult for the researcher to observe some physical symptoms, some of them were highly noticed. That is, most students mainly girls showed a shaking voice while speaking. Indeed, both genders used some gestures the time of speaking especially with their hands like touching the mouth with their fingers for girls and touching the ear, putting hands in pocket by avoiding eye contact for boys. Females and males were moving and speaking quietly (36.36%) when they spoke from their places or when it was needed to be in front of their classmates. Also, some students' faces turned red the moment of speaking, particularly girls. Breathing faster the time of speaking was observed only in one male. Other behaviours were noticed

like making repetitions of what had already been said for both genders, but girls in particular. Writing what was going to be said even short sentences was clearly observed in one boy.

The previous symptoms were observed in many speaking situations especially while talking to the teacher (100%). Also, in student-student discussions communication apprehension was observed. In this regard, all classes contained girls and boys with a large number of girls in each session. Effectively, the existence of the other gender was always possible (100%). There were also few opportunities for both genders to perform in front of their classmates or to take a role play. So, in all the situations both genders had the same percentages.

Students showed the aforementioned marked symptoms not only in particular situations but also due to many reasons. In this vein, each time the students were silent or active the teacher asked direct questions (100%) that led the students to speak with less confidence. Additionally, students being females or males lacked the linguistic competence (90.90%). This latter was reflected in the limited amount of vocabulary students had, the incorrect pronunciation that was often looked like French pronunciation, the frequent errors of grammar, and the style of language that was influenced by their native language, i.e., Arabic. Being not interested in the module or the topic of the lecture (72.72%) was among the focal reasons that made both genders silent if not hesitant to speak .They were almost using their phones, chatting, and talking to each other. Additionally, girls and boys could not speak spontaneously and confidently because of the lack of preparation for the lecture (63.63%). Other major reason that influenced negatively both genders' speaking competency was the lack of revision of the previous lecture, i.e., students could neither share in the warming up when the teacher asked, nor were they motivated to listen and speak for the new lecture since it was related with the previous one. Besides, it was observed that laughing at students' errors (45.45%) made them shy to continue what they were saying and to volunteer answers in class.

It had also been noticed that the severe errors' correction that was provided by the teacher like saying in a severe way "No!", "What are you saying?!", "Wrong!" led

the students to remain silent. Next, students from both genders were competing with each other, i.e., differences in their speaking levels were noticed and it made the students with low level to stop or give up since they compared themselves with their mates who were more competent. Some students seemed tired and not interested to speak, in afternoon lectures from 15:30 to 17:00.

Throughout the whole classroom observation, the teacher and his behaviour were also observed and the results are summarised in Table 2.16 as follows:

Table 2.16. Teachers' strategies for helping students to cope with their speech anxiety and enhance their speaking skill.

| | | | Teachers | |
			Yes	No
The strategies used in class for helping students cope with their speech anxiety and enhance their speaking skill	Verbal praise	Greeting students	54,54%	45,45%
		The use of excellent and good	45,45%	54,54%
		Calling students in their first name	36,36%	63,63%
	Non-verbal praise	Using body language	81,81%	18,18%
	Atmosphere	Calm	72,72%	27,27%
		Not crowded	100%	0%
		Materials — Black-board	90,90%	9,09%
		Materials — Handouts	54,54%	45,45%
		Materials — Dictionaries	18,18%	81,81%
		Materials — Multimedia materials	18,18%	81,81%
	Tolerating mistakes		54,54%	45,45%
	Good teachers-students rapport		90,90%	9,09%
	Making students work in pairs and groups		36,36%	63,63%

Among the strategies that teachers used in class to help students improve their speaking skill and cope with their psychological problem were the fact that they tried to maintain a good teacher-student rapport (90.90%), i.e., teachers were always smiling with their students and they made fun from time to another. In this sense, it was observed that teachers shared their personal experiences by giving examples to students, which made them very interested and motivated to speak. Also, sometimes the teachers negotiated the date of test with students by taking into consideration their views. Indeed, teachers attempted to attract students' interest by the use of body language (81.81%) such as the use of eye contact with all students, the use of hands, and moving from time to time. Classes were not crowded since they did not exceed 40 students. It had a suitable atmosphere except three sessions were noisy. In two sessions the teachers could not control their classes and the other one because students had a session of linguistics in computer room.

Teachers relied on the use of black-board (90.90%) and handouts were given in some sessions. The use of dictionaries as well multimedia materials were not frequently observed in second year EFL classes (18.18%). Furthermore, teachers greeted their students before starting the lecture (54.54 %); yet, starting the lecture without greeting students (45.45%) was a repeated event as well. Providing a verbal reinforcement like saying 'excellent' and 'good' by teachers was observed (45.45%), in fact the lack of the previous event was noticed (54.54%). It was highly captured that teachers called some of the students in their first name (36.36%), but they frequently called them in their family name (63.63%). Tolerating mistakes in the classroom (45.45%) by smiling or by trying to make students correct themselves was observed. On the other hand, some teachers were correcting students' errors in a severe way (54.54%). Lastly, sometimes teachers asked students to work in pairs and groups (36.36%), yet most of the times they asked them to work individually (63.63%).

2.4.2 Interpretation

The classroom observation conducted in this case study showed that second year EFL students including females and males experienced the problem of speech anxiety (the highest percentages of symptoms' repetitions of C.A were more with female respondents) since many symptoms were observed the time of speaking, i.e., many symptoms appeared when they spoke which revealed the existence of the problem including the different physical symptoms mentioned before as well as the behavioural signs (in Table 2.13). Horwitz et al. (1986:126) confirm that "the subjective feelings psycho-physiological symptoms and behavioral responses of the anxious foreign language learner are essentially the same as for many specific anxiety". The signs were observed in situations which were specific to foreign language learning like speaking with the teacher, in front of classmates, while having discussions and in others. Also, speaking anxiety was due to a set of factors; some of them "are associated with the learner, some with the teacher, and some with the instructional practice" (Young, 1991:427). That is, teachers used to urge their students to speak by asking them direct questions. Then, the severe way of correcting students made them either shy so that they stopped speaking or they continued the utterances other times "a harsh manner of correcting student errors is often cited as provoking anxiety" (ibid. p. 428-429). Students lacked the linguistic competence of the target language, they appeared not interested in the topic spoken or the subject, they lacked the preparation for their lessons, they laughed at each other, they competed with each other or they looked tired to be engaged in the speaking task. All these causes were associated with the learners and appeared frequently in the speaking situations which are parts of the instructional practice in the classroom.

The teacher's role in the classroom is important for motivating students to engage in the speaking task and cope with their anxiety. Yet, lacking this criterion was observed by some teachers as Brandl (1986, qtd. in Young, 1991:428) says that "a little bit of intimidation a necessary and supportive motivator for promoting students' performance", i.e., the lack of verbal praise was highly noticed by some teachers as well as the non-use of materials which help the students to engage in the speaking task

easily. Indeed, a little consideration was given by some teachers to pair and group work in second year EFL classes. These teachers preferred to make their students work individually so that Young (1991:428) justifies that "they feel that they cannot have students working in pairs because the class may get out of control". On the other hand, good teacher-students rapport, the use of verbal praise and non-verbal praise, providing good atmosphere, and tolerating mistakes cannot be denied because these events were repeated many times by some other teachers.

Classroom observation could allow the researcher to observe the behaviour of students and teachers, i.e., many symptoms and factors were noted as well as various strategies used by the instructors were observed. Indeed, the interview is a useful tool which helped to get more data.

2.5 Teachers' Interview

A structured interview with five teachers of English was carried out from eight to seventeen December 2015. The interviews were conducted in different places sometimes in classes where the researcher could use a recorder, yet one interview took place in one of the halls of the department of English where the researcher could not use a recorder but taking notes instead was possible. The purposes behind the interviews were to find out if teachers are aware enough of students' problem, i.e., communication apprehension. In this vein, many parameters were taken into consideration from symptoms, situations, to causes. In addition to this, the focal aim was to discover the strategies used in class by teachers for helping students to cope with speech anxiety and speak confidently.

2.5.1 Results

The answers of the five teachers of English could reveal some results to be generated by the researcher. That is, they reflected how teaching was taking place with regard to students' speech anxiety.

Question One: Teachers' profile

First of all, the teachers were asked about their names, degree, specialty, and the modules they had taught and are teaching as well for how many years they have been teaching. The aim behind the questions was to discover if teachers are aware of the problem of S.A. In this regard, the interviewees were females and males. One teacher has a PhD in sociolinguistics. Two of them have a PhD in applied linguistics and the remaining have an MA in applied literary studies. Phonetics, oral expression, research methodology, psycholinguistics, sociolinguistics and linguistics are modules these teachers had taught or are teaching. On the other hand, literature and creativity and performance were the interest of teachers who were specialised in literature. Three teachers have been teaching English for more than six years, but two of them have just started to teach English (one year).

Question Two: Teachers' opinions about speech anxiety

The aim of this question was to draw a clear understanding about teachers' consciousness of the existence of the problem. In this sense, the five teachers agreed that speaking is one of the most important skills to be achieved, yet when students speak they face the problem of anxiety which could be the outcome of many factors and reasons. One of the teachers added that speaking is part of the learning process. Indeed, two teachers confirmed that not only students suffer from speech anxiety but even teachers. Particularly, they were novice teachers and they experienced communication apprehension when their students are focusing on their way of speaking, and the fact of hearing their voices when there is silence in the classroom.

Question Three: Teachers' consciousness about the symptoms of communication apprehension

The goal of this question was to discover if teachers can recognise anxious students when speaking or not. Thus, three teachers provided that there are some behavioural symptoms like reluctance of students to speak during sessions which could be felt when only few students raise their hands to give answers or comments. He added that trying to hide, stopping utterances, and being lost are other behavioural

symptoms of S.A. Escaping from the speaking situation by being absent is another behavioural symptom that was provided by the fourth teacher. Only two teachers were aware of the physical symptoms of speaking anxiety like shaking hands, sweating, red face...etc. Another teacher declared that all silent students who do not interact in the classroom are suffering from the problem of speaking anxiety.

Question Four: Situations of speaking anxiety

This question targeted to find situations of speaking anxiety as provided by teachers. That is, the first teacher asserted that speaking in front of the classmates and with teachers is the most anxiety provoking situation. The second teacher claimed that oral presentations make students anxious to speak and whenever they open their mouth to speak even from their places. The third teacher added oral exams as the most provoking anxiety situation. The fourth teacher confirmed that students feel anxious when talking their teacher. The fifth teacher said that speaking in front of classmates is the most stressful situation for students.

Question Five: Teachers' opinions about the major causes of speech anxiety

The aim of this question was to see if teachers have an idea about students' causes of speech anxiety. In this regard, the first teacher claimed that students feel anxious to speak due to the lack of the phonological awareness and the decoding process between spelling and pronunciation. This lead them to have the fear of being misunderstood or misheard. Being not familiar with the topic and lacking the preparation for lectures were other reasons. The same teacher claimed that students had not been habituated to speak orally because in their former education in middle and secondary school they were tested in the written form and not orally. The second teacher provided that the psychological problems that students have outside classroom influence their speaking skill so that they become anxious. Fear of making mistakes and students' feeling of inferiority were other variables that lead to this problem.

The third teacher claimed that when speaking students feel that they are observed so they believe that they will commit mistakes that make others laugh at them and judge them. The fourth teacher agreed that speaking anxiety has two main

reasons: the first one is the psychological problems that have a negative impact on students and the second one is the behaviour of the teacher in the classroom like being nervous and having certain preference for a group of students than another one. The fifth teacher declared that fear of making mistakes is the major cause of students' speech anxiety.

Question Six: Teachers' views about asking direct questions to the students

The researcher highlighted this question to know if teachers are aware enough that asking direct questions to their students may give birth to a certain degree of speaking anxiety from the part of the learners or not. In this vein, three teachers (two experienced and one novice) provided the idea that asking direct questions to the students make them anxious to speak, i.e., students do not like to be obliged so it is preferable to make them volunteer answers and like that even silent students will be encouraged to speak. Two other teachers (one experienced and the other novice) maintained that if the teacher starts his lecture with a good warming up, students will be ready for the direct and shocked questions. Also, if teachers have a good relation with students, these students will not be anxious to speak when asking direct questions. Teachers' views about asking direct questions are summarised in Table 2.17.

Table 2.17. Direct questions as a cause of students' speech anxiety.

	Yes	No
Experienced teachers	2	1
Novice teachers	1	1
Total	3	2

Also, correcting students' errors was a question which was asked by the researcher to the teachers as will be highlighted in the next question.

Question Seven: Teachers' opinions about correcting students' errors

The focal aim of this question was to see if, for teachers, correcting students' errors is a cause of their communication apprehension or not. That is, four teachers (three experienced and one novice) claimed that correcting students' errors makes them anxious to speak all the time and it is likely to let students correct their errors by themselves. One teacher claimed that sometimes correcting students' errors can make them anxious to speak but other times it encourages them to speak (see Table 2.18).

Table 2.18. Correcting errors as a cause of students' communication apprehension.

	Always	Sometimes	Never
Experienced teachers	03	00	00
Novice teachers	01	01	00
Total	04	01	00

In addition, classroom atmosphere was an important parameter in this research work as it will be noted in the following question.

Question Eight: Classroom atmosphere

The aim of this question was to see if teachers provide a relaxing atmosphere for learners to enhance their speaking skill and how they do that. All teachers answered 'yes'. They did that via being enthusiastic, correcting students' mistakes gently, and by using jokes and starting the lecture with a good warming up stage.

The researcher was also interested to know the kind of rapport that exists between the teacher and the students as will be shown in the following question.

Question Nine: Teacher-students rapport

This question aimed to discover if teacher-student relation goes beyond to become a friend-like rapport or not. Three teachers (two experienced and one novice) claimed that they always try to maintain this relation. They said that it is important for

the teacher to play the role of friend in class so as to motivate learners to speak. Yet, two teachers (one experienced and the other one not) confirmed that it is not the case all time, i.e., the first one is friendly only with students who have been teaching for many years and the second one prefers to be friendly only with mature students (see Table 2.19).

Table 2.19. Having a friend-like role with students.

	Always	Sometimes	Never
Experienced teachers	02	01	00
Novice teachers	01	01	00
Total	03	02	00

The extents into which teachers rely on the use of materials are highlighted in the following question.

Question Ten: Teachers' use of technological equipment

The question aimed to see if the use of technological equipment by teachers motivates students to speak in class or not. In this vein, all five teachers answered 'yes'. They claimed that learners have different learning styles so that the teacher needs to vary the learning equipment since they attract their attention and motivate them to speak more and more. Next, providing pair and group work in the classroom was a question that needed teachers' reflections as will be cited in the subsequent question.

Question Eleven: Teachers' opinions on pair and group work

Via this question the researcher was eager to know if teachers motivate their learners to speak by making them work in pairs and groups. All five teachers agreed that pair and group work is very important in class because students feel more comfortable and they get the spirit of being 'one' in class. This leads to more interaction between students. Indeed, this research work aimed to end up with some

strategies suggested by the teachers themselves to develop the speaking skill and coping with S.A as will be noted in the following question.

Question Twelve: Other strategies used by teachers in the classroom for helping students to cope with their speech anxiety and enhance their speaking skill

The aim of this question was to find out the other strategies that are used by teachers for helping the students to cope with their C.A and enhance their active skill. The first teacher replied that asking students about their background and moving from simple, less simple, less difficult, to difficult makes students able to progress and this will lead them to speak more often in class. The strategy used by the second teacher was being a psychologist who helps the students to feel their existence in the classroom. The third teacher's strategy was to give information to students and take from them for better interaction in class. The fourth teacher said that smiling in front of the students is the key. Indeed, she tries to bring examples from real life to catch students' interest and help them to speak. The fifth teacher asserted that asking clear and simple questions is the best way to encourage them to speak.

2.5.2 Interpretation

The interview revealed that teachers were aware that speaking anxiety is one of the major problems that impact negatively the development of students' speaking skill. The two novice teachers added that they come across the problem of speech anxiety since it was their first year in teaching. In this vein, teachers could recognise that their students had this problem either by some behavioural or physical symptoms. Then teachers agreed that students experienced speech anxiety in different situations from speaking to teacher, classmates, to oral presentations, which means that they were aware of the situations where anxiety is noticed. Also, teachers could prove that students feel anxious due to many reasons being psychological, linguistic, or from the teachers' behaviour in the class. Three teachers claimed that direct questions make students anxious but two teachers did not regard it as a cause of their anxiety. Indeed, five teachers confirmed that correcting students' mistakes make them anxious, yet only one teacher said that it can also motivate them to speak. That is, teachers were aware

that there are some students who become anxious while being corrected orally. Moreover, the existence of the problem of S.A was proved and highlighted by the teachers. Thus, finding strategies to cope with it remains essential.

All teachers agreed that providing a good atmosphere in class motivates students to speak more often. Indeed, some teachers confirmed that having a good rapport with students helps to enhance their speaking skill, though a few teachers claimed that it cannot be done with all students. Moreover, all teachers said that using different pieces of equipment are good to develop the speaking skill. Then, teachers shared other strategies that they use during their teaching process to develop the speaking skill of their students as well to help them in coping with their problem.

2.6 Discussion of the Main Results

Most people are suffering from anxiety to the extent that Zeidner (1998:03) maintains that "The second part of the 20th century has been variously designed as the age of anxiety". As anxiety took its own sit in EFL classes from centuries ago, it was frequently observed at EFL students. This psychological factor influenced students' learning skills mainly speaking. Accordingly, the aim of this study was to investigate the issue of communication apprehension as both genders were concerned in different situations and due to various reasons so as to come at the end with some strategies for helping the students to cope with this problem or enhance their speaking skill.

The analysis and triangulation of the collected data revealed that all second year EFL students felt anxious to speak to certain degrees, i.e., the test proved that all students experienced certain level of S.A which confirmed its existence (see Figure 2.1). Also, the questionnaire could show that almost all students were anxious to speak, even those who denied the fact of being anxious to speak they anxiously ticked on situations and/or causes where anxiety was felt (see answers to question four and five from rubric two and all the answers to the questions of rubric three). Classroom observation was a tool by which the researcher could observe different physical and psychological factors of speaking anxiety (in symptoms of S.A from students' observation in Table 2.13). That is, when students opened their mouths to speak those

symptoms were clear and made sure that certain degree of S.A was there; even teachers could observe the former symptoms reflected on their students when uttering believing that they were signs of speaking anxiety (see answers of question three in teachers' interview).

As a matter of fact, students experienced levels of speaking anxiety in different situations with regard to other causes that gave birth to the problem of communication apprehension. The students' questionnaire confirmed that most students were anxious whenever they felt that they would be evaluated, i.e., in oral presentations and oral tests. Also, when students talked to their teachers they appeared not at ease. Students were anxious even in formal discussions and in many other situations which could be reflected inside the classroom or outside it (see answers to question four in rubric two). As a result, some of these situations were highly noticed when doing the classroom observation (see situations of speaking anxiety in Table 2.14) and it was affirmed by the experienced and novice teachers (in answers to question four). Moreover, many personal and inter-personal causes led to the emergence of S.A. The personal causes were reflected in the lack of linguistic competence, lack of preparation, fear of being the centre of attention, comparing oneself with others, being obliged to study the language, etc. On the other hand, the interpersonal causes that led to C.A were also reflected in the direct questions of teachers, their correction of errors, lack of motivation, laughing on mistakes, etc. All these reasons were cited in the students' questionnaire (in answers to question six, seven, eight, nine, ten, eleven of rubric three) and supported by the classroom observation (see causes of S.A in Table 2.15) as well as in the teachers' interviews (in answers to question five, six, and seven).

Females were more anxious to speak than males. This view was revealed by the PSCAS test which was given to both genders. That is, the differences between both gender's level of communication apprehension was proved by the T-test to the extent that led to confirm the researcher hypothesis (see Table 2.1, 2.2, and 2.3). Even females in the questionnaire were more aware of having this problem than males since the majority of them did not deny the existence of a certain level of anxiety when they speak (see answers of question three in the second rubric). Then, the same result was

deduced from the classroom observation because the highest percentages of symptoms' repetitions of C.A were more with female respondents. Thus, throughout this process it was found that even in most percentages of situations and causes of S.A, there was always a higher degree on the part of females than males, but it does not mean that males did not experience C.A in different situations and for many reasons (in Table 2.13, 2.14, and 2.15) .

Although all second year EFL students had a certain levels of communication apprehension, females were more apprehensive to speak than males. The levels of S.A were found in particular situations and reinforced by various personal and interpersonal causes. So, it is crucial for students to cope with C.A so as to enhance their speaking skill more.

2.7 Suggestions and Recommendations

Throughout the previous results, it was revealed that all students experienced a certain level of communication apprehension. Therefore, it is necessary to suggest some strategies for helping the students to cope with their speech anxiety or improve their speaking skill to speak confidently.

2.7.1 The Strategies to Cope with Speaking Anxiety

There are a set of strategies that can help anxious learners to cope with their communication apprehension in order to speak confidently. Some of these strategies are personal and others are pedagogical.

2.7.1.1 Personal Strategies

Comprehensive students can help themselves via a series of techniques. It can be applied only by the student himself so that it triggers him/her to fight the speaking task and speak confidently. Wrench et al. (2012) come out with some personal strategies that can be applied while talking in public as well as in the classroom since students will face their teachers and/or their classmates.

- **Think Positively**

Since communication apprehension begins in the mind as a psychological response, it highlights the importance of the psychological attitude of the speaker toward speaking. Cognitive restructuring is a mental technique that helps for a successful speaking experience, i.e., changing how you label the psychological responses you will experience. The speaker should make a conscious decision by considering speaking as an exciting opportunity rather than a dreaded obligation. In this regard, the first audience member that the speaker is going to convince is himself. You will deliberately replace the negative thoughts with positive ones to reach the extent of believing in it.

The speaker will be able to practise positive self-talk instead of negative self-talk (Metcalfe, 1994). For instance, changing the negative idea "I am going to forget everything when I get to the front of the room" into a positive one "I have notes to remind me what comes next, and the audience won't know if I do not cover everything in the order I planned" (Beebe et al., 2000). Disputing the negative self-talks and replacing them by positive ones is crucial even if one may think that he/she is conning him/herself. Effectively, the speaker can monitor the way of talking him/herself as well as he/she becomes able to forget the old patterns that cause him/her anxiety.

- **Preparation**

One of the focal strategies to enhance the speech is preparation. In this regard, it is known that uncertainty leads to greater anxiety. Indeed, nothing is scaring than facing the unknown. It is obvious that no one can predict everything that will happen during his/her speech in the future, but every speaker can and has to prepare so that the unknowns of the speech are kept to a minimum. Also, speakers can help themselves and make their preparation useful via gaining as much as knowledge about the addressee, the topic, and the setting.

- **Analysing the Audience**

Speakers imagine their audience in their minds as more threatening than the reality of the people sitting in front of them. In this vein, the more information you have about the characteristics of your audience, the more you will be able to transmit an effective message. Because speech anxiety is likely to be high at the beginning of the speech, it is helpful to start your speech with a technique to prompt an audience response. Speakers can post a question for their audience, they may ask for a show of hands, or the speakers can share a story that he/she knows is relevant to his/her audience s' experience. As a result, the listeners will respond to you by nodding, smiling, or answering questions. Thus, you will direct the focus of attention from yourself to the audience. These responses indicate that your audience have been positively reinforced which reduce your nervousness to provide a successful utterance.

- **Organise your Ideas Clearly**

When a speaker is well-prepared he/she can know the main points of his/her speech so that being able to remember the main point even though the speaker is highly anxious. Thus, the best method to clearly remember these points is by creating an outline for your speech**.** It is demanded to move from one idea to another without stumbling or being lost, i.e., the speaker becomes able to remember the ideas in a very easy way. As a matter of course, individuals do not want to react to the anxiety while speaking by writing and memorising copies of papers because if they do that, their audience will believe they wrote their speech out verbatim and they will turn out very quickly. If you try to memorise a written text, you will be sitting yourself up for a disaster. That is, the pressure of having to remember all those particulars will be tremendous.

Individuals who have a momentary memory lapse during memorised speech; they will have a big trouble to continue without starting at the beginning**.** Therefore, preparing a simple outline that will remind the individual of the progression of ideas in your speech will be beneficial. The importance lays in the order of your points not the specifics of each sentence. It will be good if your speech varies in terms of language

and examples each time you practise it. Then, the organisation of ideas can be reinforced through the use of visual aids since it has the benefit of taking off the attention of the speaker to manage his/her anxiety**.**

- **Adapting the Language to the Oral Form**

In order to speak effectively, you need to adopt your language to the oral and not written mode. In this regard, you will find your speaking anxiety more manageable due to the fact that you will feel that you are having a conversation with friends rather than delivering a formal speech. Appropriate oral style is more concrete and vivid than written style, i.e., effective speaking task relies on verbs rather than nouns with a simple language. Unlike writing where novelists such as William Faulkner or James Joyce use long sentences so that the reader can go back and reread the passages for many times, the speaker often uses short sentences the moment of speaking and the listener cannot rewind you to catch ideas they missed the first time through.

Speakers should not hesitate to use the personal pronouns "I", "me", "us", and "we" because they are much more effective in speaking than language constructions. They are helpful to build a connection with the audience. Another oral technique is to provide rhetorical questions to your listeners. This kind of questions do not require verbal answers but they invite the audience to participate with your material via thinking about the implications of the question and how it might be answered. For example, if you are graphic and concrete in your language selection, your listener is more likely to hear you attentively. That is, you reach the feedback of being listened to by your audience that will help you to diminish your anxiety.

- **Practising in Conditions Similar to those you will Face when Speaking**

Many speakers practise their speech silently in their heads to make sure that they are ready to speak, yet it is not enough. Individuals need to practise out loud in a situation similar to the one he/she will face when performing the speech. It helps to reduce anxiety and increase the likelihood of a successful performance. In this regard, if you make mistakes do not stop to correct it, but continue all the way through your

speech; this is exactly what you are supposed to do when you are in front of your audience.

It is preferable to practise in the actual setting where you will be giving your speech. It allows you to have a better sense of what it will feel like to actually speak and you will have the chance to practise using presentation aids so that potentially avoid distractions and glitches like incompatible computers, blown projector bulbs, or sunlight glaring in your eyes.

There are two useful tools to reduce your speaking anxiety namely a clock and a mirror. The former is used to time your speech, being aware that most novice speakers speak too fast, not too slowly. When you are able to ensure that you are within the time guidelines, you will eliminate the embarrassment of having to cat your remarks short because you have run out of the time or of not having enough to say to fulfill the assignment. The latter is used to make judgments of how well you are maintaining eye contact with your listeners. Indeed, the mirror can tell you if you are looking up from your notes while speaking or not. Also, it is a tool which helps to build a habit of using appropriate facial expressions to convey the emotions in your utterances. It is possible that you feel ridiculous practising your speech out loud in front of the mirror, but this early practice can make you less apprehensive when it comes time to face the audience.

- **Watching what you Eat**

Speakers should watch what they eat immediately before speaking. That is, the butterflies in your stomach are likely to be more noticeable if you skip normal meals. To avoid being anxious the time of speaking, you should avoid caffeinated drinks because they can make you shaking hands worse. Carbohydrates operate as natural sedatives, so you can eat them to slow down your metabolism and to avoid fried or very spicy food that may upset your stomach. Moreover, if you are speaking in the morning, be sure to have a breakfast and if you have not had anything to eat or drink since dinner the night before, it is obvious that dizziness and light headedness are felt.

- **Reducing Nervousness during Delivery Anticipate the Reactions of your Body**

There are some steps that you can use to prevent the negative physiological effects of stress in your body. That is, deep breathing is good to counteract the consequences of excess adrenaline. You can draw symbols in your notes such as "slow down" or ☺, which make you remember to pause and breath the during points in your speech. Also, it is a good idea to pause a while before you start in order to set an appropriate speed. Look at your listeners and smile with them because it is a reflex for some of your audience members to smile back. This reaction will make you sure that they are friendly.

The physical movement helps to control some of the excess energy that your body shows in response to anxiety. Move around the front of the room instead of remaining in one place. You can get closer to the audience and cease for moment. Then, if you are afraid that moving away from your place reveals your shaking hands, use note cards for your outline. This latter does not quiver and they provide you with something to do with your hands.

Vocal warm-ups are crucial before speaking since they are needed to get the voice ready to speak. For example, talking with others before your speech or even humming to yourself can get your voice ready for the speech. In the shower you can sing or practise a bit of your speech loudly, where the warm and moist air are beneficial for your vocal mechanism. Also, gently yawning for a few times is an excellent way to stretch the key muscle groups which are involved in speaking.

Directly before you begin to speak, relax the muscles of your neck and shoulders, role your head gently from side to side, and allow your arms to hang down your sides and stretch out your shoulders. Thus, isometric exercises which involve momentary tensing and then relaxing specific muscles' groups are a successful way to keep your muscles from hurting.

- **Focusing on the Audience not on Yourself**

During your speech, try to establish a direct eye contact with your audience members, i.e., when looking at individuals, a series of one-to-one contacts is established. The audience become much less threatening when you think of them as a collection of individuals rather than an anonymous mass.

Once a colleague shared his worst speaking experience which is forgetting everything he was supposed to say. When he was asked what he saw the time of being in front of the room, he responded that he did not see anything. All that he remembered was a mental image of him in front of the room blowing it. Therefore, speaking anxiety becomes at its highest levels when concentrating on yourself instead of the surroundings.

- **Maintaining your Sense of Humour**

No matter how well one planned, unexpected things happen. It is the focal fact which makes public speaking interesting. In this vein, if something unpredicted happens with you the moment of speaking, do not let it dives you nervous. You should move on and continuing what has been done before. For example, at the end of a class period, a student raised her hand and asked if the teacher knows that he was wearing two different colored shoes, one black and the other blue, and she was right. The teacher laughed at himself, complimented the student on her observational abilities, and moved on to the next step of the lesson which is delivering the materials.

2.7.1.2 Pedagogical Strategies

Educators inside the classroom have a great role in motivating the students to speak with less fear. That is, helping learners to cope with their existing anxiety and making the learning context less stressful lead to effective communication from the part of the learners (Horwitz et al., 1986).

- **Educators as Helpers to the Learners**

Before teachers start helping their students to learn confidently, they must acknowledge the existence of foreign language anxiety. The different symptoms of

anxiety are good indicators of its existence. Therefore, they should always consider the possibility that anxiety is responsible for their behavior judging or evaluating students' abilities (Horwitz et al., 1986).

In order to help students cope with their anxiety, there are some specific techniques which allay students' anxiety among them relaxation exercises, advice on effective language learning strategies, behavioural constructing, and journal keeping. Also, Foss and Reitzel (1988) offer some techniques to reduce language anxiety which can be applied when dealing with personal and interpersonal anxieties. They argue that if students recognise their fears, they will be able to interpret anxiety-provoking situations. In order to help learners achieve this aim, the instructor should ask the students to verbalise any fears and to write them on the board. It is a good way to make learners feel that they are not alone in their anxieties. Using anxiety graph is another technique. In this regard, students can chart their level of anxiety to show that not every phase in oral interaction produces an equal degree of anxiety. Thus, the anxiety graph helps to recognise the highest level of anxiety in a given interaction. Indeed, students analyse and compare their graphs to approach the same situation with more information . Then, journal writing can help to reduce anxiety since learners can recognise feelings of inadequacy to arrive to more realistic expectations (Young, 1991:431). Besides, McCoy (1976) provides some techniques which can be applied in language learning.

✓ **Systematic Desensitisation**

It has been used successfully with colleague students experiencing debilitative anxiety. Its goal is to make a positive reaction in the face of anxiety-causing situation or factor. For example, repeating the answer in the target language to experience a sense of achievement. It employs two processes namely, the imagination of the situation that cause anxiety and the participation in the in vivo situations. That is, in the former process the learner imagines the situation that causes him anxiety such as imaginary of dialogue, scene, or even preparing answers to questions that the teacher could ask. The second process necessitates the person to ask in the new language for needed information in the phone, asking for food in an actual restaurant, and

exchanging speech with native speakers. The in vivo situations help learners to have a communicative competence.

✓ Cognitive Restructuring

It is a technique of behavioural modification. It takes into account that most anxieties are due to the way in which people construe their world. Its aim is to help anxious learners to be aware of their verbal and non-verbal behaviour and cognitively restructure unrealistic anticipation. In the classroom, cognitive restructuring can take the form of making students involved in discussions or arguments about their feelings about language learning. In this vein, it is helpful for honest exchange and the creation of trusts between students and with their teachers.

✓ Modeling and Guided Participation

It is based on the idea that modeling a successful performance for the learner and guiding as well encouraging him into his own successful performance and feared activities in vivo. In this regard, its focal principle is to arrange the environment and support the learner to reduce anxiety. As time goes on, the learner can perform the tasks and behaviours without anxiety. As a result, a sense of competence and new problem solving are built.

These techniques are helpful for the learners especially those who suffer from high speaking anxiety but they need time and being skilled from the part of the teachers as Horwitz et al. (1986: 131) claim that "teachers have sufficient time nor adequate expertise to deal with severe anxiety reactions". Then, classroom atmosphere plays a very important role in reducing students' speech anxiety.

• Classroom Atmosphere

A supportive and motivating setting can help learners to cope with their speaking anxiety, yet reducing stress by changing the context of foreign language learning is difficult. As long as foreign language learning takes place in formal setting, i.e., the classroom, evaluation will be linked with performance and anxiety will be more flourished. In this regard, teachers can monitor the classroom and create a

suitable climate (Horwitz, 1986). Also, a common denominator among current foreign language methods and approaches is the emphasis on establishing and creating a low anxiety classroom atmosphere (Young, 1991). Thus, it can be accomplished through the use of the previous techniques by the teachers as well as by maintaining a direct eye contact by the teacher with the students in the classroom as Rocca (2010: 197) maintains that "when instructor had high eye contact availability, students in those areas were more likely to participate than those in low eye contact availability areas". Working in groups helps learners to participate more often. In this regard, Young (ibid.p.431) notes that "to help reduce personal and interpersonal anxieties further, learners may need to participate in some form of supplemental instruction or a support group". Teachers can be creative by even making students work in pairs, playing games, and activities as Young (ibid) notes that "teachers can do more pair work, play more games, and tailor their activities for to the effective needs of the learner" (p.433).

A friendly atmosphere between the teachers and the learners can help for better interaction, i.e., it can be reached through the discussion between both parts. In this regard, Young (1990, qtd. in Young, 1991: 432) provides that "instructors who had a good sense of humor and were friendly, relaxed and patient, who made students feel comfortable, and who encouraged students to speak out were cited as helpful in reducing foreign language class anxiety". Indeed, Price (1991) supports the same view by asserting that "they would feel more comfortable if the instructor were more like a friend helping them to learn and less like an authority figure making them perform" (qtd. in Young, 1991:432). Also, Horwitz (1988) suggests that instructors should discuss with their students reasonable commitments for successful language learning and the value of some language ability if it is less fluent (Young 1991: 431). Moreover, the teacher needs to facilitate the process of language learning to provide the learners with more chances to speak in the class as Young (ibid) confirmed: "a facilitator whose responsibility is to provide students with input and opportunities to communicate in the language". Instructors can even call their students in their names to create a relaxed atmosphere where discussion is shared as Fritschner(2000) says that "supportive climates can be created by knowing students' names" (qtd. in Rocca, 2010: 195). The use of technology can attribute for successful language learning. It

includes the use of different materials so as the message is transmitted clearly as Young (1991: 431) confirms that "videotaping or reciprocal class visits might facilitate the identification and discussion of teacher assumptions about language learning".

Mistakes and/or errors should be considered as a natural part of the process of learning so as to make students feel comfortable to speak. In this sense, Young (1991:432) says that "instructors can reduce language anxiety by adopting an attitude that mistakes are part of the language learning process and that mistakes will be made by everyone". There are many suggestions that help the teacher to correct students' mistakes gently. Price (1991) suggests giving students a positive reinforcement and helping them to develop more realistic self expectations via letting the students believe that they are not supposed to be fluent or have a perfect accent after two semesters (Young, ibid). Croocall and Oxford (1991) offered an activity which can lead to less anxiety over errors. In this activity, students compile a list of mistakes expressed over a period of time and rate the mistakes according to some characteristics namely, amusement, logic, communicative intelligibility, and learning contribution. In this sense, the best mistakes are rewarded but the real objective is to encourage students to take an amusing look at errors and to realise that they are not taboo as learners may think. As a result, learners will believe that errors can contribute to the learning process (Young, ibid).

One way to provide correct input without much anxiety is to model students' responses. That is, by repeating the same version of what the students are attempting, the teacher can provide a feedback for the class as Young (1991:432) provides that "in a modeling approach to error correction, students are not spotlighted in front of their peers and corrected, but correct feedback is provided for those language learners who feel they need it". Furthermore, instructors should give more emphasis on the communication process and reward students for (Young, ibid).

2.8 Conclusion

The present chapter was devoted to the quantitative and qualitative analysis of data which were collected through four instruments from different sources. In fact, the

analysis of students' test and questionnaire, classroom observation, and teachers' interview (triangulation of results) revealed that second year EFL students were anxious to speak English with regard to different levels of their speaking anxiety. Therefore, it could not be disapproved that students were anxious due to different situations and/or causes. Indeed, females were more anxious to speak than males. Then, suggesting some strategies for helping the students to cope with their communication apprehension was crucial so as to enhance their active skill.

General Conclusion

The ability to speak the English language becomes essential nowadays to reach effective communication. Therefore, it is important for EFL students to develop this skill that will help them academically as well as occupationally. Yet, this productive skill is affected by a number of factors, i.e., anxiety is a psychological factor that has an impact on students while expressing their thoughts and views. In this vein, the researcher triggered to investigate the issue of communication apprehension by taking into consideration different parameters. The extent into which students feel anxious to speak, the symptoms, the situations, and the causes were aspects which the researcher targeted to cover. As a result, it was needed to suggest some strategies that will help the students to speak more confidently by coping with their communication apprehension. Thus, the researcher asked three questions.

1- What are the levels of second year EFL students' speaking anxiety?
2- What are the speaking situations and/or causes that make second year EFL students anxious to speak?
3- Is gender a parameter that affects the level of anxiety when speaking?

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

1- Almost all second year EFL students feel anxious with different levels of speaking anxiety when they are required to speak.
2- Students experience speaking anxiety in constrained classroom situations as a result of personal and interpersonal causes.
3- Female students experience more speaking anxiety than male students in speaking situations.

Accordingly, the research work was split into two chapters; the first one dealt with theoretical and methodological considerations of foreign language speaking anxiety. In the second chapter, the research work spotted light on the classroom situation as it was more practical through the use of different research tools. Indeed, various recommendations and suggestions were given.

Through designing and conducting an exploratory case study at Tlemcen University, and after the analysis and triangulation of data gathered from different

sources using a set of research instruments (students' test and questionnaire, classroom observation, and an interview with teachers), the three hypotheses put forward were confirmed . That is, all second year EFL students felt anxious to speak with regard to different levels which were unique to each student. Then, there were many situations as well as other personal and interpersonal causes that led students to be apprehensive while expressing their ideas. Also, females were more anxious to speak than males did. It indicated that gender was a parameter that affects the level of communication apprehension.

This research was an attempt to investigate the issue of communication apprehension by highlighting its main situations and causes. It helped to find some strategies to cope with speech anxiety and improve the speaking skill. Yet, the researcher came across many obstacles that limited the findings. That is, it was hard for the researcher to deal with students from the eight groups. Indeed, it was obligatory to explain all the questions of the test and the questionnaire for the sample so as to get the needed data. Moreover, the researcher was not specialised in statistics so that it was very difficult to find the appropriate way to score the test and conclude with concrete data. Then, having meetings with teachers was a difficult task since they were busy all the time and some refused to be recorded. But, the researcher tried to generalise the data via triangulating the four research instruments. Effectively, it was possible to answer all the research questions by confirming all the hypotheses.

As anxiety affects the speaking skill, it can also affect the three other skills, i.e., listening, reading, and writing. Therefore, investigating the positive and negative impact of anxiety on these skills is crucial for future research because being competent in the four skills is needed and important for every student who seeks to master the English language.

To conclude, one might argue that every student may experience a certain level of communication apprehension which can be due to various sources. But, being able to control it and cope with it is more important. Effectively, students can communicate confidently and effectively.

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Appendices

Appendices

Item	Statement	Opinion				
		(5) Strongly Agree	**(4) Agree**	**(3) Undecided**	**(2) Disagree**	**(1) Strongly disagree**
1	I never feel quite sure of myself while I am speaking English.					
2	I start to panic when I have to speak English without preparation in advance.					
3	In a speaking class, I can get so nervous I forget things I know.					
4	I feel confident while I am speaking English.					
5	I get nervous and confused when I am speaking English.					
6	I m afraid that the other students will laugh at me while I am speaking English.					
7	I get nervous when the English teacher asks me to speak English which I have prepared in advance.					
8	I have no fear of speaking English.					
9	I can feel my heart pounding when I am going to be called on.					
10	I feel relaxed when I am speaking English.					
11	It embarrasses me to volunteer to go out first to speak English.					
12	I face the prospect of speaking English with confidence.					
13	Certain parts of my body feel very tense and rigid while I m speaking English.					
14	I feel anxious while I am waiting to speak English.					
15	I dislike using my voice and body expressively while I am speaking English					
16	I have trouble to coordinate my movement while I am speaking English.					
17	Even if I am well prepared I feel anxious about speaking English.					

Appendix B: Mathematic Calculations

a. Level of SpeakingAnxiety

Students	Scores	Level of SpeakingAnxiety
Female 01	45	Low S.A
Female 02	71	High S.A
Female 03	46	Low S.A
Female 04	57	Medium S.A
Female 05	40	Low S.A
Female 06	55	Medium S.A
Female 07	53	Medium S.A
Female 08	58	Medium S.A
Female 09	48	Low S.A
Female 10	60	Medium S.A
Female 11	53	Medium S.A
Female 12	63	Medium S.A
Female 13	47	Low S.A
Female 14	42	Low S.A
Female 15	56	Medium S.A
Male 16	50	Low S.A
Male 17	45	Low S.A
Male 18	49	Low S.A
Male 19	41	Low S.A
Male 20	34	Low S.A
Male 21	52	Medium S.A
Male 22	60	Medium S.A
Male 23	55	Medium S.A
Male 24	47	Low S.A
Male 25	47	Low S.A
Male 26	48	Low S.A
Male 27	49	Low S.A
Male 28	53	Medium S.A
Male 29	31	Low S.A
Male 30	61	Medium S.A

b. The Mean

The mean of the students =

$$\frac{45+71+46+57+40+55+53+58+48+60+53+63+47+42+56+50+45+49+41+34+52+60+55+47+47+48+49+53+31+61}{30} =$$

$$\frac{1516}{30} = 50.53$$

The mean of females $= \dfrac{45+71+46+57+40+55+53+58+48+60+53+63+47+42+56}{15} = \dfrac{794}{15} = 52.93$

The mean of males $= \dfrac{50+45+49+41+34+52+60+55+47+47+48+49+53+31+61}{15} = \dfrac{722}{15} = 48$

c. The standard deviation

✓ The standard deviation of the students(S)

Number	$(x-\breve{\alpha})$	$(x-\breve{\alpha})^2$
Female 01	45-50.53	30.58
Female 02	71-50.53	419.02
Female 03	46-50.53	20.52
Female 04	57-50.53	41.86
Female 05	40-50.53	110.88
Female 06	55-50.53	19.98
Female 07	53-50.53	6.10
Female 08	58-50.53	55.80
Female 09	48-50.53	6.40
Female 10	60-50.53	89.68
Female11	53-50.53	6.10
Female 12	63-50.53	155.50
Female13	47-50.53	12.46
Female 14	42-50.53	72.76
Female 15	56-50.53	29.92
Male 16	50-50.53	0.28
Male17	45-50.53	30.58
Male 18	49-50.53	2.34
Male19	41-50.53	90.82
Male 20	34-50.53	273.24
Male 21	52-50.53	2.16
Male 22	60-50.53	89.68
Male 23	55-50.53	19.98
Male 24	47-50.53	12.46
Male 25	47-50.53	12.46
Male 26	48-50.53	6.40
Male 27	49-50.53	2.34
Male 28	53-50.53	6.10
Male29	31-50.53	381.42
Male 30	61-50.53	109.62

$S= \sqrt{\dfrac{\varepsilon(x-\breve{\alpha})^2}{n-1}}$

$$S = \sqrt{\frac{2117.44}{30-1}}$$

$S = 8.54$

✓ The standard deviation of females (S_1)

Number (females)	$(x-\breve{\alpha}_1)$	$(x-\breve{\alpha}_1)^2$
01	45-52.93	62.88
02	71-52.93	326.52
03	46-52.93	48.02
04	57-52.93	16.56
05	40-52.93	167.18
06	55-52.93	4.28
07	53-52.93	0.0049
08	58-52.93	25.70
09	48-52.93	24.30
10	60-52.93	49.98
11	53-52.93	0.0049
12	63-52.93	101.40
13	47-52.93	35.16
14	42-52.93	119.46
15	56-52.93	9.42

$$S_1 = \sqrt{\frac{\mathcal{E}(x-\breve{\alpha}_1)^2}{n_1-1}}$$

$$S_1 = \sqrt{\frac{990.86}{15-1}}$$

$S_1 = 8.41$

✓ The standard deviation of males (S_2)

Number (males)	$(x-\breve{\alpha}_2)$	$(x-\breve{\alpha}_2)^2$
01	50- 48.13	3.49
02	45- 48.13	9.79
03	49- 48.13	0.75
04	41- 48.13	50.83
05	34- 48.13	199.65
06	52- 48.13	14.97
07	60- 48.13	140.89
08	55- 48.13	47.19

09	47- 48.13	1.27
10	47- 48.13	1.27
11	48- 48.13	0.016
12	49- 48.13	0.75
13	53- 48.13	23.71
14	31- 48.13	293.43
15	61- 48.13	165.63

$$S_2 = \sqrt{\frac{\mathcal{E}(x-\breve{a}_2)^2}{n_2-1}}$$

$$S_2 = \sqrt{\frac{953.63}{15-1}}$$

$$S_2 = 8.25$$

d. The variance

✓ The variance of students(S^2)

$$S^2 = \frac{\mathcal{E}(x-\breve{a}_1)^2}{n-1} = \frac{2117.44}{29} = 73.01$$

✓ The variance of females (S^2_1)

$$S^2_1 = \frac{\mathcal{E}(x-\breve{a}_1)^2}{n_1-1} = \frac{990.86}{14} = 70.77$$

✓ The variance of males (S^2_2)

$$S^2_2 = \frac{\mathcal{E}(x-\breve{a}_2)^2}{n_2-1} = \frac{953.63}{14} = 68.11$$

e. The axial value of T

$$T = \frac{52.93-48.13}{\sqrt{\frac{70.77+68.11}{30-1}}} = \frac{4.8}{\sqrt{4.78}} = \frac{4.8}{2.18} = 2.20$$

f. The degree of freedom (DF)

$$DF = n_1 + n_2 - 2$$

DF= 15+15-2

DF=28

g. The tabular value(T_1)

			Proportion inOne Tail			
	0.25	0.10	0.05	0.025	0.01	0.005
			Proportion inTwo Tails Combined			
df	**0.50**	0.20	**0.10**	0.05	**0.02**	0.0)
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	**4.541**	5.g41
4	0.741	1.533	2.132	2.776	3.747	4.604
3	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.012
14	0.692	1.345	1.761	2.145	2.624	2.977
15	0.691	1.341	1.753	2.131	2.602	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	.325	1.725	2.086	2.528	2.845
21	0.686	**1.323**	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.819
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	I.70I	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

Appendices

Appendix C: Students' Questionnaire

Dear student,

This questionnaire is addressed to collect data on the main sources of speaking anxiety as males and females are concerned and it attempts to find some strategies to cope with it and speak confidently. Would you please tick the appropriate answers (you can tick more than one box if necessary) and provide comments when needed?

- **Rubric One: Personal Information**
1- You are :   Male ☐   Female ☐
2- Studying English at university was :
       A personal choice ☐   Obligatory ☐

- **Rubric Two: Speaking Anxiety Situations**
3- Do you feel anxious when it is needed to speak in class?
      Yes ☐   No ☐
4- In which situation / or situations do you feel anxious to speak?
    While talking to your teacher ☐ When performing in front of your classmates ☐
    While contributing in formal discussions ☐   In oral presentations ☐
    When there is a stranger in class ☐   In oral tests ☐
    When talking in front of the other gender ☐
5- What are the other situations that make you feel anxious?
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………

- **Rubric Three: Speaking Anxiety Causes**
6- Why do you feel anxious to speak?
      Lack of linguistic competence ☐   Lack of motivation ☐
      Lack of preparation ☐   Fear of being the centre of attention ☐

7- When your speaking errors are corrected, do you feel motivated?

To speak again ☐ To make more efforts to enhance your level ☐

8- Do you believe that comparing yourself with other classmates diminishes your willingness and makes you anxious to communicate in class?

Yes ☐ No ☐

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

Yes ☐ No ☐

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

Anxiously ☐ Comfortably ☐

11- What are the other reasons that make you anxious when speaking?

…...……………………………………………………………………………….

………………………………………………………………………………………

…………………………………………………………………………………………

12- Do these reasons push you to

Flee the speaking task ☐ Fight the speaking task ☐

- **Rubric Four: Coping with Speaking Anxiety**

13- In order to speak successfully, coping with anxiety is

Very important ☐ Less important ☐ Not important ☐

14- How can you cope with your speaking anxiety?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

15- What do you expect from your teachers to do so as to cope with your speaking anxiety?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Thanks for your appreciation!

Appendix D: Classroom Observation

Place: Abu Bekr Belkaid University

Group: /   /2015

Module:

Date:

Time: from   to

Observation: 1st/2nd/3rd

I.   Students' Behaviour in the EFL Classroom

a. Symptoms of speaking anxiety

	Female		Male	
	Yes	No	Yes	No
Breathing Faster				
Having red face				
Quivering voice				
Moving				
Avoiding eye contact				
Using hands				
Speaking quietly				
Speaking without raising hands				
Speaking briefly and				

quickly				
Losing control but continuing the speech				
Losing control and stopping the speech				
Making repetitions				
Making stops of utterances				
Hiding oneself				
Escaping from the speaking situation				
Writing what they are going to say in paper				

b. Situations of speaking anxiety

	Female		Male	
	Yes	No	Yes	No
Speaking in front of classmates				
Existence of other gender				
With teacher				
Students-students				

discussion				
Role plays				

    c. Causes of speaking anxiety

	Female		Male	
	Yes	No	Yes	No
Lacking linguistic competence				
Lack preparation				
Severe errors' correction				
Competition				
Laughing on mistakes				
Direct questions to students				
Being not interested in the topic and module				
Being tired				
Lacking revision				

II.   Teacher's Behaviour in EFL Classroom

			Teachers	
			Yes	No
The strategies used in class to enhance speaking and make students cope with their speaking anxiety	Verbal praise	Greeting students		
		The use of excellent and good		
		Calling students in their first name		
	Non-verbal praise	Using body language		
	Atmosphere	Calm		
		Not crowded		
		Materials — Black-board		
		Materials — Handouts		
		Materials — Dictionaries		
		Materials — Multimedia materials		
	Tolerating mistakes			
	Good teachers-students rapport			
	Making students work in pairs and groups			

Appendix E: Teachers' Interview

1/ could you please Sir/ Miss introduce yourself by giving your full name, degree, your specialty ,the modules you are teaching and what are the modules you were teaching, how many years have u been teaching?

2/ speaking anxiety. What can you say about it?

3/ how can you know that your students have this problem of speaking anxiety?

4/ in which situations do your students feel more anxious?

5/ in your opinion why do students feel anxious to speak?

6/ do you think that selecting a student randomly to give answer makes her/him anxious to speak although they know the answer?

Yes ☐   No ☐

7/do you think that correcting students errors make them anxious to speak in class?

Always ☐   Sometimes ☐   Never ☐

8/ do you try to establish a relaxed atmosphere in the classroom?

Yes ☐   No ☐

If yes, how?

9/ do you play a friend-like role with your students?

Always ☐   Sometimes ☐   Never ☐

10/ do you think that the use of technological materials help students to feel comfortable?

Yes ☐   No ☐

11/ do you ask your students to work in pairs or in groups?

Yes ☐   No ☐

12/ what are the other strategies that you rely on to make your students feel at ease and not anxious?