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**Teachers' Role in Reducing EFL Students' Speaking
Anxiety during Oral Presentations: The Case of First-
Year Students at the Department of English at Tlemcen
University**

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Declaration

I, Hanane Benmeziane, hereby declare that this work is my own and that it contains material that has been properly acknowledged and clarified by its references, and I confirm that this work does not contain any plagiarism.

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Dedication

To my beloved PARENTS

I appreciate all the support you have given me. My words may not be enough to express how grateful I am to both of you. My whole gratitude cannot even express that you have taught me how to be brave. Thank you very much for making me realize who I really am. Thank you so much for letting me see the best version of myself that I really wanted to be. A million thanks for everything you have done for me. All I can give you is love, appreciation, and respect, and I hope that both of you are proud of me.

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Abstract

The present study aimed to investigate the effective use of teaching strategies that help first-year English as a Foreign Language learners reduce their speaking anxiety. It also explored the main factors that contributed to Foreign Language Anxiety. Additionally, it sought to examine the use of different Language Learning Strategies that learners employed to manage their speaking anxiety, specifically during oral presentations. In order to achieve these aims, this inquiry utilized an exploratory research design that relied on a mixed-method approach, incorporating both quantitative and qualitative data. The latter were gathered from a sample at the Department of English at Tlemcen University, composed of 49 participants: 14 teachers who were interviewed and 35 first-year students who responded to a questionnaire. In addition to these research instruments, a classroom observation was carried out. The results revealed that educators played a significant role in employing adequate pedagogical practices, which helped them capture and address students' speaking difficulties. These practices fostered a responsive and supportive learning environment that teachers needed to create to enhance students' speaking abilities during oral presentations.

Table of Contents

Declaration _____	1
Dedication _____	2
Acknowledgments _____	3
Abstract _____	4
List of Abbreviations and Acronyms _____	8
General Introduction _____	9
Chapter One Literature Review of Speaking Anxiety and Teachers' Role _____	3
1.1. Introduction _____	4
1.2 Speaking Skill _____	4
1.2.1. Speaking Skill in the EFL Context _____	5
1.2.2. Speaking Difficulties Faced by EFL Students _____	6
1.3. Anxiety _____	7
1.4. Speaking Anxiety _____	8
1.5. Sources of Speaking Anxiety _____	9
1.6. Techniques for Overcoming Speaking Anxiety. _____	11
1.6.1. Language Learning Strategies _____	11
1.6.1.1 Positive Self-Talk Learning Strategy _____	12
1.6.1.2. Practice and Preparation _____	12
1.6.1.3. Emotional Regulation _____	13
1.6.2. Language Teaching Strategies _____	14
1.6.2.1. Teacher's Role _____	14
1.6.2.2. Using Oral Presentations _____	16
1.7. Previous Studies on Teaching Strategies and EFL Students' Speaking Anxiety _	17
1.8 Conclusion _____	18

Chapter Two: Research Methodology, Data Collection, and Analysis	19
2.1 Introduction	20
2.2 Description of the Teaching / Learning Situation	20
2.3 Research Design	21
2.4. Sample population	22
2.5. Data Collection	22
2.5.1. Teachers' Interview	23
2.5.2. Students' Questionnaire	24
2.5.3. Classroom Observation	24
2.6. Data Analysis	25
2.6.1. Teachers' Interview Results	26
2.6.2 Students' Questionnaire Analysis	36
2.6.3 Classroom Observation Analysis	41
2.6.3.1. Teachers' Attitude	41
2.6.3.2. Students' Behaviour	42
2.6.3.3. Classroom Environment	44
2.7 Discussion and The Interpretation of The Main Results	44
2.8. Suggestions and Recommendations for Future Research	48
2.8.1 Suggestions for Teachers	48
2.8.2 Suggestions for Students	49
2.8.3. Recommendations for Both Teachers and Learners	49
2.9. Conclusion	49
General Conclusion	50
Bibliography	53
Appendices	61

Appendix A: Teachers' Interview _____	62
Appendix B: Students' Questionnaire _____	64
Appendix C: Classroom Observation _____	67

List of Abbreviations and Acronyms

COE : Comprehension Oral Expression

EFL: English As Foreign Language

FLA: Foreign Language Anxiety

FLL: Foreign Language Learning

Hyp : Hypothesis

LLS: Language Learning Strategies

LTS: Language Teaching Strategies

L1 : First year

L2 : Second year

L3 : Third year .

M1: Master one

M2 : Master Two

RQ : Research Questions

SA: Speaking Anxiety

SS : Speaking Skill

TED : Teacher Education Development.

General Introduction

In the process of foreign language learning, educators emphasize the development of communicative language skills, particularly speaking. However, learners are often inhibited from speaking publicly and in the classroom due to their attitudes and personal perceptions of learning this language and thus experience anxiety (Horwitz et al., 1986). The issue of Foreign Language Anxiety (FLA) is a common fear of most English and Foreign Language (EFL) students and captures the attention of most language teachers as it poses a major challenge due to several underlying reasons.

Causes of this phenomenon are numerous, including lack of self-esteem, self-confidence, and beliefs about their language abilities. Anxiety is the primary factor contributing to feelings of nervousness and discomfort, playing a critical role in the foreign language learning. This study highlights the importance of teacher intervention in reducing EFL students' speaking difficulties. To achieve the objectives of this inquiry, the following research questions were formulated within the proposed hypotheses.

- RQ1: What are the reasons for EFL students' speaking anxiety during oral presentations?
- RQ2: How can EFL students manage their speaking anxiety during their oral presentations?
- RQ3: How can teachers help EFL students reduce their speaking anxiety during their oral presentations?

To answer the above cited questions, the following hypotheses are formulated:

- Hyp1 EFL student's anxiety during oral presentations might be due to a number of reasons such as: fear of making mistakes, poor language background or language repertoire, and the negative evaluation of both teachers and peers.
- Hyp2: EFL learners can manage their speaking anxiety by relying on specific learning strategies such as positive self-talk, practice and preparation, developing emotional regulation techniques, visualization, and reframing anxious thoughts.

- Hyp3: Teachers can help students reduce their speaking anxiety during oral presentations by using effective teaching strategies. Clearly identifying Students Speaking difficulties and being supportive.

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To investigate the phenomenon of speaking anxiety and to confirm or reject the proposed hypotheses, this dissertation employs an exploratory case study using a variety of research instruments. These instruments are administered to 49 participants, including 14 teachers and 35 first-year EFL students at the English Department of Tlemcen University. The research tools include teacher interviews, student questionnaires, and classroom observations. The main purpose behind using these instruments is to identify the primary causes of speaking anxiety and to examine how teachers effectively use specific pedagogical practices to help learners cope with their anxiety issues. The data gathered from these tools are then analyzed quantitatively and qualitatively.

The dissertation is divided into two chapters. The first chapter is devoted to the theoretical part of the dissertation, explaining speaking and speaking anxiety, along with their causes and symptoms. The second chapter is reserved for the practical part of the dissertation, which includes the research design, sample population, research instruments, data analysis, and a set of recommendations.

Chapter One
Literature Review of
Speaking Anxiety and
Teachers' Role

1.1. Introduction

This chapter provides an overview of speaking anxiety and the role of teachers in reducing speaking anxiety in language learners. It also explains the main factors that increase foreign language anxiety, especially during oral performance, and how anxiety, as a psychological phenomenon of glossophobia, affects learners' speaking ability. It also discusses the underlying causes of such anxiety, which manifests itself in various symptoms experienced by EFL learners and hinders their development of speaking skills. Although this research primarily focuses on the effective use of teaching practices by teachers to help learners overcome anxiety during oral performances, the first part of this chapter will also describe and explain the importance of using efficient Language Learning Techniques (LLT) for managing speaking anxiety.

1.2 Speaking Skill

Brown (2007) and Puramawati et al. (2015) define speaking as an interactive process of constructing meaning that implies producing, receiving and processing speech sounds. It is "an oral expression that involves not only the use of appropriate patterns of rhythm and intonation, but also the correct order to convey the intended meaning" (Mackey, 2002, p.79). Moreover, it is the process of constructing and disseminating meaning through the utilisation of both verbal and non-verbal symbols in a multitude of contexts (Chaney, 1998; Efrizal, 2002). This implies that when speaking, language speakers must produce and deliver proper and meaningful messages so that the produced utterances and sentences can be understood by other people.

Speaking is a productive skill that uses language to convey meaningful information from one person to another (Arif et al., 2019). Being an essential human communicative characteristic (Rees, 2004), it permits the use of language, the uttering of words, the acquisition of knowledge, the expression of oneself in words, and the production of speech (Hornby, 1987). In a similar line of thoughts, Irianti and Muja (2007) argue that speaking is an active and important skill that enables the transfer of ideas. They also believe that it is an indicator of an individual's ability to communicate in a specific language setting. As Hammad (2020) and Hughes (2011) assert, the ability to speak effectively is dependent on a comprehensive understanding of the pragmatic

foundations underlying oral communication. This encompasses the utilisation of a daily-used grammar and cohesive pragmatic rules, as well as the capacity to express thoughts and feelings in a coherent manner (Hammad & Ghali, 2015).

From the definitions presented above, it can be concluded that the term "speaking skill" is defined as an oral and communicative skill that foreign language learners must master in order to achieve proficiency and effectiveness, as well as to gain improved communication abilities. It acts as a monitor, reflecting an individual's strengths and weaknesses in speaking abilities as it can be observed directly and empirically (Brown, 2004). This implies that language learning necessitates an active student who is capable of mastering the productive aspects of such skill. Speaking as a language skill plays an important role in the EFL context. As such, speaking skills depend largely on the way students learn to communicate orally and effectively.

1.2.1. Speaking Skill in the EFL Context

In the context of foreign languages, speaking is considered to be the most essential language skill, as it is the primary means of acquiring and demonstrating language proficiency. Although it is a productive skill that requires significant effort from the learner, it is nonetheless a soft skill that can be achieved and produced by any learner. This is because it encompasses a wide range of speaking abilities and the ability to communicate in the target language (Ur, 2000).

Accordingly, Irzeqat (2010) posits that "speaking is the core of learning languages since speaking a language means knowing that language" (p.6). This assertion implies that prioritizing speaking as the primary focus in language learning is justified because learners inevitably utilize language for communication purposes. It is also evidenced by the fact that when it comes to learning a foreign language, oral proficiency is the most concerned and needed skill to be productively and actively measured by EFL students

According to Purnamawati et al. (2015), there are two components of speaking skills that students should efficiently master in the foreign language learning process. These components are accuracy and fluency. Accuracy, on the one hand, embodies the correct use of language in terms of grammar, vocabulary and pronunciation. Fluency, on

the other hand, is the ability to speak a language at a steady rate. In other words, this means that fluency can be achieved through the exquisite and adequate language or linguistic input due to produce a comprehensive output, as well as accuracy can be achieved through the linguistic knowledge and language elements or grammar levels, which focuses on building the competency level.

It should be noted that the primary objective of developing foreign language skills is to be able to utilise them in a variety of communicative contexts. Thus, both receptive and productive skills are of great importance for language learners to master. Each of the aforementioned skills is acquired based on a number of key aspects and specific rules, which are expected to be learned by all EFL students. With regard to the speaking skill, it is necessary to master pronunciation and to create a meaningful language context. Moreover, there are specific rules and instructions in every aspect of the speaking skill, which indicate the structures of stress, intonation, pitch, and styles of speech that learners are expected to learn. Nevertheless, learners encounter difficulties in their pronunciation, which may impede their ability to interact and participate in the classroom (Hughes, 2011).

1.2.2. Speaking Difficulties Faced by EFL Students

The capacity to articulate oneself is commonly regarded as a relatively straightforward skill that English as a Foreign Language (EFL) learners can readily acquire. As speaking is a fundamental language skill, the majority of EFL students perceive speaking as the most challenging communicative task in the language classroom. The reasons for this perception are multifactorial and include the diverse difficulties encountered by learners when attempting to master the language, which can affect learners' speaking skills.

According to Fari et al. (2014), the interaction in the language classroom requires a well attentive communicative language environment where EFL learners have to perform different language tasks that are aimed to develop their communication skills. However, such an interaction is influenced by a number of factors that impede their development of language skills during the given oral practices. Among those factors

there is anxiety which is a significant affective factor that influences the oral performance of EFL students.

1.3. Anxiety

The phenomenon of anxiety differs from one individual to another. For some learners, it can be seen as a motivating factor that encourages self-improvement and motivation to express oneself orally. Conversely, for those who are anxious, anxiety is perceived as a controller that hinders the proficiency level of language (Freud, 1926). From a psychological perspective, anxiety can be conceptualised as a mental block that hinders individuals in expressing their language abilities and skills (Horwitz, 1986). It is categorised into three main types: trait anxiety, state anxiety, and situation-specific anxiety (Spielberger, 1933).

As defined and distinguished by scholars (Spielberger, 1983), trait anxiety is a relatively stable personality trait that emerges over time and is not situation-specific. In contrast, state anxiety is a narrower term that occurs when individuals are exposed to stressful situations. Sieber et al. (1977) posit that trait anxiety indicates "stable personality differences in anxiety proneness" (p.99). In other words, this kind of anxiety is more related to and concerned with the various human personalities within the context of foreign language learning. Furthermore, Eysenck (1979) advocates that the type of trait anxiety can and will readily impair and impact the mental cognition and memory function.

Spielberger (1972) defines the second type of anxiety, state anxiety, as "an emotional reaction or pattern of response in an individual who perceives a particular situation as personally dangerous or threatening, regardless of the presence or absence of objective danger" (p. 489). Macintyre and Gardner (1991) assert that this type of anxiety represents the uniqueness of the anxiety situation that occurs over periods of time in any given situation. Consequently, one can say that this type of anxiety is possible upon a specific situation that differs from one EFL individual to another. However, it is crucial to emphasise the role of time in relation to such a type of situation-specific anxiety.

Regarding the last type, the situation-specific anxiety, it is, from the point of view of Macintyre and Gardner (1991), the most effective method for understanding foreign language anxiety. This perspective acknowledges that EFL learners experience anxiety in different ways and in response to varying circumstances within the language classroom. In conclusion, this final type of anxiety is of particular significance in understanding how EFL students experience anxiety in relation to their speaking skills over time. As far the speaking skills is concerned, students exhibit a range of anxious symptoms called speaking anxiety.

1.4. Speaking Anxiety

Speaking anxiety, also known as a public speaking anxiety disorder, glossophobia, or communication apprehension, is considered one of the social anxiety disorders. It refers to a demonstrated fear and nervousness which causes discomfort and worry of public speaking (McCroskey, 2001). Horwitz and Cope (1986) stipulate that it is “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (p. 128). From the authors’ standpoint, it is a “subjective feeling of tension, apprehension, nervousness, and worry associated with the autonomic nervous system” (p.125).

Horwitz et al. (1986) advocate that foreign language learning inherently triggers anxiety among EFL learners, particularly during language activities. They emphasized that speaking anxiety is notably the most daunting task for anxious students, hindering progress and success in language teaching. In essence, they suggested that speaking anxiety impedes learning and slows down students' advancement in mastering a foreign language. As such, they experience what is referred to as “foreign language speaking anxiety”, a common issue among them when communicating in a non-native language, according to Young (1991).

Young (1991) defines it as a mental state and psychological condition characterised by a combination of different emotions, including fear, nervousness, discomfort, unease, worry, and apprehension when speaking in the target language. This anxiety can be alleviated by addressing the difficulties associated with speaking and

pronunciation. It can lead to hesitation when forming sentences, which is related to a lack of self-confidence and communication abilities. McCroskey (2001) advocates a number physical symptoms experienced by EFL learners, including sweating, shaking, trembling, and a rapid heartbeat.

1.5. Sources of Speaking Anxiety

Speaking anxiety is regarded as a prevalent social issue that impedes learners from effectively communicating in a foreign language in a real-world setting. It has been demonstrated to influence various aspects of an individual's life, including their career, education, and social interactions (APA, 2021). In other words, speaking anxiety is primarily concerned with speech anxiety, which has been extensively studied by numerous researchers in the field of psychology and communication as a common phenomenon that impacts an individual's oral performance and well-being. Moreover, other studies have demonstrated that speaking anxiety is particularly associated with a range of factors, including personality traits, past experiences, and the perceived importance of the speaking situation (Panic & Ploskonka, 2018).

The sources of foreign language speaking anxiety are numerous and include a lack of language background or language repertoire, as well as negative evaluations of both teachers and peers. According to Lieu and Jackson (2008), one potential source of foreign language speaking anxiety is the fear of making mistakes at the level of grammar, pronunciation, and other linguistic elements. This fear represents a way of others' judgment and criticism that leads to embarrassment for learners when speaking a second language. This implies that the fear of being judged and making mistakes is what causes EFL learners to perceive themselves as incompetent based on their own performance and the perception of the audience. Consequently, this fear is typically associated with past negative experiences of public speaking.

From the standpoint of Young (1991), it is a result of a variety of influential factors, including fear of making mistakes and the concern of teachers and peers' evaluation. The manner of judgment and the feeling of inadequacy contribute to such anxiety, which negatively impacts EFL learners' communication skills and language proficiency levels. This is due to the limited use of language. Additionally, a study

conducted by McIntyre and Charos (1996) found that EFL learners have a low self-esteem that impedes their ability to express themselves effectively in a language. This lack of self-assurance, in turn, raises anxiety, which hinders students' willingness to speak a second language. Furthermore, anxiety has been identified as a significant factor that impedes the acquisition of the target language, particularly with regard to the speaking skill. This is evidenced by the findings of Rashid et al. (2017), Boonkit (2010), Humphries (2011), Hewitt and Stephenson (2012), and Zhang and Rahimi (2014).

Horwitz et al. (1986) outline three primary criteria for Foreign Language Learning (FLL) that shape both academic and social contexts: Communication apprehension, fear of negative evaluation, and test anxiety. These criteria serve as influential factors, creating a number of challenges for language learners to overcome due to the presence of anxiety, which affects to the natural learning process for EFL learners. Additionally, Oxford (1999) identifies four additional sources contributing to speaking anxiety in foreign language learning: Identity and cultural shock, beliefs held by both teachers and learners, classroom activities and methods, and instructor-learner interactions. Each of these sources contributes to anxiety, with particular emphasis on the psychological aspect of language learners, which proves to be especially impactful.

Cubaku (2007) highlight other speaking anxiety factors such as fear of making mistakes, fear of failure and not being able to achieve certain standards. In the same vein, Brown (2001), Gregerson and Howtize (2002) and Young (1999) have stated six potential sources of foreign language speaking anxiety which are: caused by: learners' personal and interpersonal anxiety, learners' beliefs about language learning, instructor's beliefs about language teaching, instructor learning interactions, classroom procedures, and language testing. It is important to note that the sources of anxiety may differ from one student to another, depending on the level of language proficiency.

One can understand that the causes of speaking anxiety among EFL learners can be attributed to a multitude of factors. These include fear of making mistakes in grammar, pronunciation, lack of linguistic background or language repertoire, as well as the fear of evaluation or apprehension of both teachers and peers. Such feelings of anxiety can manifest when faced with any oral task in language learning. While anxiety

is the primary factor affecting the affective mental block on the FLL process, it is important to recognise that it is a part of human psychology that is inherent to the individual. Moreover, educators cannot be the sole agents of change in the context of language learning and speaking anxiety. Rather, the collaboration of educators and learners is essential for the resolution of such issues. For this reason, it is of paramount importance that EFL educators are fully cognizant of the nature of anxiety in speaking, as it cannot be easily ignored or neglected. It is therefore important to acknowledge the source of these feelings and address them effectively.

1.6. Techniques for Overcoming Speaking Anxiety.

EFL learners are required to utilise a range of strategic techniques in order to enhance their language skills. These techniques can be defined as specific methods and approaches that language learners rely on in order to achieve a particular goal and learning outcome (Oxford, 1990). Among these techniques, there are Language Learning Strategies (LLS) and Language Teaching Strategies (LTS)

1.6.1. Language Learning Techniques

Brown (2007) suggests that techniques in LLS are typically related to activities and different language exercises which help and support EFL individuals enhance all language skills, with a particular focus on the speaking skill. The concept of the concept of LLS is defined as a process that may contribute directly to the learning process (Brown, 1980). From the point of view of Ghani (2003), they represent the specific use of techniques and tactics to facilitate the learning process.

According to Ghani (2003), they act as a facilitator in a successful learning process. Moreover, they are related to effective adapted processes to enhance the process of foreign language learning successfully. In essence, the pivotal role of language learning strategies is dependent on the manner in which EFL learners deploy them in order to gauge their progress towards language learning objectives. The objective of implementing diverse LLS is to ascertain whether students are capable of employing them in a precise and appropriate manner, as this will be observed by educators through oral performance. As such, it is imperative that learners comprehend the significance of employing diverse language learning strategies (Malley & Chamot, 1990).

It is important for EFL learners to comprehend the necessity and effectiveness of using different LLS in order to facilitate their own review and assessment of their progress in second language learning. In particular, the use of such learning strategies helps students to manage their oral performance in any kind of oral presentation, whether in an individual, group or pair work context. As far as speaking anxiety is concerned, among the LLS used by learners to overcome their speaking anxiety, there are: practice, preparation, positive self-talk, and emotional regulation. Each of these is regarded as a primary effective foreign language learning strategy that EFL learners must adapt regularly in order to manage the level of speaking anxiety (Chamot & Kupper, 1989).

1.6.1.1 Positive Self-Talk Learning Technique

MacIntyre and Gardner (1991) define positive self-talk as a fundamental language learning strategy. They posit that it is a key factor that promotes the learning process of a foreign language, as it also motivates learners to develop their speaking abilities. The study conducted by the authors confirmed these claims, demonstrating that students who engaged in positive self-talk exhibited higher levels of motivation and confidence in language learning. This strategy has the potential to enhance and develop language skills and overall performance. Furthermore, it encourages mindfulness, a positive mindset and self-belief. Consequently, it can be posited that language learners must be cognizant of the fact that such a strategy stabilizes their speaking abilities. As outlined by Leahy (2001), this cognitive strategy involves replacing and reframing negative and anxious thoughts or beliefs with positive affirmations in the human mind, thereby encouraging constructive statements that facilitate further improvements in speaking skills. This implies a certain degree of self-consciousness and the retention of different speech acts, which in turn indicates the overall average of EFL individuals' performance.

1.6.1.2. Practice and Preparation

Practice and preparation are important concepts that can be applied across a range of domains, particularly in the development of skills and oral performance. It is defined as a systematic and purposeful repetition of any activity or skill with the intention of

improving performance over time (Ericsson et al., 1993). For this reason, LLS are of great importance, as they work effectively as language learning elements that develop one's speaking skills. As the proverb says that "practice makes perfect", the absolute meaning of this statement is that the more learners practice, the better they will get and improve. In the context of foreign language learning, it means that the more EFL individuals practice on all the language skills, the better they will be able to use the second language in the target situations communicatively and interactively.

Ericsson et al. (1933) highlight the significance of a strategy of practice that is debilitating in language learning in order to achieve high levels of language proficiency and skill. Consequently, researchers have emphasised the importance of language learners focusing consistently on both practice and preparation, with a view to providing constructive feedback and reflection on the different actions performed by learners. This is considered to be a key source and factor in mastering foreign language skills in any given oral task. The term "preparation strategy", on the other hand, is defined as "actions and processes, strategies that EFL learners undertake in advance to get ready for a specific activity, task, or event" (Loehr, 1995, p. 42). It can be concluded that students of foreign languages must consider the benefits of being prepared and well-practised, as this helps them achieve the learning objectives of a second language.

1.6.1.3. Emotional Regulation

A significant proportion of EFL learners encounter numerous linguistic challenges throughout the process of foreign language learning. Their greatest challenge is the fear of public speaking, which causes a range of anxiety issues and controls the psychological side of learners' emotions. Based on the study of Garrett and Young (2009), which explores various LLS that EFL individuals use to regulate their emotions in different situations, it can be seen that there is a relationship between emotional regulation and cognitive controls, particularly in the context of anxiety disorders.

The term "emotional regulation" refers to the capacity to manage emotions in a healthy manner. This entails understanding emotions and avoiding the suppression or denial of emotions due to the need to cope with various issues in language learning, particularly at the level of speaking skill (Gross, 1998). Garrett and Young (2009)

highlight that the terms 'affect' and 'emotions' have been largely overlooked in discussions of foreign language classrooms, with the primary focus being on the development of foreign language knowledge and the use of new language. They identified, through their study, that individuals with anxiety disorder frequently encounter difficulties in regulating their emotions effectively, which can lead to an increase in anxiety and stress levels. Additionally, they may encounter challenges in managing their thoughts and behaviours during any oral performance. The study has also identified the benefits of developing wellbeing and healthy emotional regulation strategies, which can assist in improving all aspects of human mental health and reducing the symptoms that cause anxiety disorders.

Conversely, other studies have indicated that emotions are fundamental motivators (MacIntyre, 2009; MacKinnon & Clement, 2009). This implies that the role of emotions in human psychology, though the regulation of emotions may facilitate the learning process of a second language. As stated by MacIntyre (2009), in previous studies and research about emotions that encourage learners to develop language learning attitudes and behaviours, he concluded that a better understanding of emotions will allow us to explain cases where students endorse orientation but might not be energised to take action and also cases where actions are prevented by emotional arousal, either present or anticipated.

1.6.2. Language Teaching Strategies

It is important for EFL educators to be able to identify the anxiety levels of their students in order to facilitate language learning and teaching in a way that is sensitive to their needs. This allows educators to gain a deeper understanding of the challenges faced by anxious students and to provide them with the support they require. In order to achieve this, it is essential for educators to set clear learning objectives and expectations for their students. This enables them to provide guidance and support, and to monitor their progress.

1.6.2.1. Teacher's Role

To assist EFL learners in managing their anxiety levels and overcoming speaking anxiety issues and common difficulties, it is essential to provide them with the necessary

support and guidance. If language teachers fail to recognise the importance of learning and teaching expectations, it can have a detrimental impact on EFL learners' participation in the language classroom (Darling & Hammond, 2006). It can be argued that EFL educators play a vital role in relation to a number of issues that may increase the anxiety levels of students. This implies that the FL learning process is also influenced by the learning environment, which shapes and covers the whole classroom environment. While EFL educators are responsible for generating EFL students' complexity and the difficulty of language production, they are not solely responsible for the anxiety levels of students (Akkakoson, 2016).

Krashen and Terrell (1983) developed a mental approach to teaching that emphasises the improvement of pedagogical teaching practices in second language learning environments. This approach provides the necessary support for EFL learners to express their skills communicatively and interactively through the design and implementation of appropriate language activities. Nevertheless, language teachers are also required to exercise creativity, which facilitates the enhancement of various elements of the learning process of a foreign language in a more efficient and effective manner. In other words, teachers must be able to identify and address the primary causes of anxiety, which is considered an obstacle that provokes language-speaking difficulties.

In a similar vein, Krashen (1985) posited that the key to reducing and alleviating the affective filter of speaking anxiety for both educators and language learners is to establish a set of core principles for teaching. These principles. Firstly, educators should create a highly relaxed and calm language learning environment for EFL students. Secondly, they must refrain from identifying and correcting students' grammatical mistakes and errors, as this may hinder their self-confidence and motivation. Instead, they should strive to understand the nature of such errors and mistakes produced by learners.

Given the pivotal role of effective utilisation of appropriate pedagogical practices within the teaching-learning process of a foreign language, they necessitate a considerable degree of effort to be chosen and well designed. Consequently, teachers of must possess the requisite knowledge and skills to effectively manage each individual

motivation level, with the objective of reducing the anxiety that learners may experience when required to perform different tasks orally. Such tasks may give rise to a range of issues and symptoms of anxiety, including dry mouth, shaking, a rapid heartbeat, and sweating. These are regarded as the most observable indications that manifest during oral performance in a language classroom (Ortega, 2009).

1.6.2.2. Using Oral Presentations

Chen (2011) observes that oral presentations are frequently incorporated into high-level academic education, serving a range of purposes. These include the assessment of students' diverse language abilities and the reflection of required skill development. The utilisation of such techniques in EFL learning classrooms is regarded as an effective key factor that helps EFL learners develop their language learning skills and encourages them to engage more actively and communicatively. Furthermore, they elucidate the fundamental principles underlying the acquisition of speaking skills in the context of EFL language learning, and facilitate the development of learners' autonomy. Furthermore, they assist learners in comprehending the ongoing and dynamic nature of language learning. This understanding is of paramount importance for EFL learners to utilise English in academic and professional contexts. Despite the advantages that they offer, learners perceive them as the most challenging task to be accomplished (Girard et al., 2011; Zhang, 2009).

The purpose of requiring students to give oral presentations is to facilitate the achievement of a specific goal that language teachers are attempting to attain. The objective is to establish an interactive and communicative classroom environment where the target language is employed effectively and interactively. It is therefore crucial for learners to comprehend that any type of oral presentation will undoubtedly prove beneficial to them in their personal lives and careers. Conversely, such an experience may give rise to anxiety when speaking in front of the entire class, which will be observable by the language teacher. Consequently, educators must be cognizant of the optimal utilisation of pedagogical techniques to ensure efficacious classroom administration.

Consequently, it is imperative that educators focus on the manner in which EFL learners perceive them when implementing such teaching practices. Oral presentations should be structured and organised in accordance with the specific elements that students are required to follow in order to complete the given task. Furthermore, students should be permitted to select topics that are familiar to them. This suggests that a comprehensive language repertoire and regular exposure to language input encourages students to speak the language freely and without hesitation, thereby reducing the likelihood of pronunciation errors (Baker & Prowse, 2000).

In terms of the didactic approach, learners should perform the oral activities in accordance with a set of organised criteria. This encompasses the use of vocabulary, idiomatic expressions, as well as collocation and phrasal verbs, in order to produce a comprehensive language output. However, oral presentations also place an emphasis on two main aspects: fluency and accuracy. It is therefore of great concern to educators that students are asked to make oral presentations in a structured manner, as this is necessary to maintain a natural learning environment in the classroom community. It is the responsibility of educators to increase their EFL students' motivation towards speaking the language in specific target situations.

Baker (2000) posits that oral presentations represent a formal discussion and conversation with different groups of people as a natural activity. In addition, educators must assess the efficacy and advantages of oral presentations as a pedagogical practice within the context of foreign language learning. During oral presentations, students' psychological responses to different tasks become evident. Alaisa and AL-Qubtan. (2010) identify three types of oral presentations: controlled, guided, and free.

1.7. Previous Studies on Teaching Strategies and EFL Students' Speaking Anxiety

Previous studies have explored various teaching strategies to alleviate and allocate the issues of anxiety that influences EFL students speaking Anxiety. One study by Cheng, Horwitz, and Schallert (1999), have investigated the effectiveness of different instructional approaches to reduce the speaking apprehension, in which they have found that techniques such as explicit instruction in speaking strategies, opportunities for practice in a supportive environment, and feedback on performance

were beneficial for reducing speaking anxiety among EFL students, besides this study provides valuable insights into the effective teaching strategy for addressing speaking anxiety difficulties in foreign language context (Cheng et al., 1999).

1.8 Conclusion

The theoretical portion of the first chapter of this research introduces the challenges faced by many EFL learners due to speaking anxiety. It emphasizes the responsibility of EFL educators in addressing these complexities, particularly in situations like oral presentations. The chapter defines the LLS that learners employ to manage speaking difficulties, such as positive self-talk, practice, preparation, and emotional regulation. Furthermore, it underscores the crucial role of EFL educators in implementing effective teaching practices, including strategies for oral presentations, to enhance students' speaking skills and reduce anxiety. The study concludes by synthesizing previous research findings on teaching strategies' effectiveness in mitigating learners' speaking anxiety, setting the stage for further exploration in the subsequent chapters.

Chapter Two

Research Methodology, Data Collection, and Analysis

2.1 Introduction

This chapter explores the main issues of speaking anxiety experienced by EFL learners, particularly during oral presentations, and examines the role of EFL educators in applying effective teaching strategies and language practices to alleviate these difficulties. The chapter includes the research design and the sample population involved in the study and describes the research instruments used, including questionnaires, interviews, and observations. It also discusses how data are gathered and analyzed data, linking the findings to the initial research questions and hypotheses. Additionally, the chapter provides suggestions for future research on effective teaching strategies that support language learning and address anxiety, emphasizing the significance of investigating these teaching practices.

2.2 Description of the Teaching / Learning Situation

The Comprehension and Oral Expression (COE) module in L1 at the English Department at Tlemcen University focuses on integrating the productive language skills of English: listening and speaking. The latter help learners to receive information and exchange ideas verbally and communicatively in a foreign language context. The module provides multiple opportunities for EFL students to practice and enhance their language skills both inside and outside the classroom. This holistic approach aims to foster students' confidence in speaking and their ability to communicate effectively in various foreign language contexts. EFL teachers, therefore, employ a range of language learning tasks to support their students' language development and continuously assess their progress.

A central component of this assessment involves role-playing activities, with a particular emphasis on job interview scenarios. These activities serve as practical applications of the language skills and concepts covered in lectures. The evaluation criteria for these role-plays focus on how well students structure their interviews and their adherence to the rules and principles studied during the course. This method not only assesses their linguistic competence but also their ability to apply theoretical knowledge in real-world situations, thereby enhancing their overall communicative proficiency. In the COE module, the teacher divides the students into two subgroups (A

and B) to present their oral work. The main task assigned to them was to conduct a job interview using role-play technique as a teaching strategy. The job interview involved a pair-work strategy as well.

The structure and effectiveness of the role-play interviews are critical for assessment, ensuring that students can organize their thoughts and responses coherently. Through these role-playing tasks, learners demonstrate their understanding of the language's formal aspects and their capability to perform under simulated professional conditions. This approach is designed to build students' confidence and prepare them for real-life interactions, aligning their classroom learning with practical language use. In summary, the COE module's integration of diverse language learning tasks and role-playing assessments creates a comprehensive framework for EFL students to develop and refine their speaking skills. By the end of the module, learners are expected to have significantly improved their ability to communicate confidently and effectively in various foreign language settings, reflecting the module's goal of bridging classroom learning with real-world language application.

2.3 Research Design

When conducting a specific piece of research work, it is necessary for the researcher to organize the work appropriately through research design as well as to understand its significance. Balnavs et al. (2001) have defined the research design as a plan that researchers use to structure the work and to carry out an investigation in a constructive and conducted manner. Therefore, Mauch and Park (2003) claim that "a completed research design demonstrates a sequence of steps and actions taken by the researcher to obtain specific research purpose and objective in order to draw valid and reliable data (p. 123). The present work employed an exploratory research design whose type is mainly qualitative in nature. Creswell (2014) defines it as a research method that seeks to investigate and explore more in depth about a phenomenon in order to generate specific hypotheses and research objective. This means that this type is used as main step that helps understand the problem at hand.

Regarding the type of research design, an exploratory case study involving 35 first year EFL students, was employed. According to Yin (2014), a case study is a

research design that focuses on providing very detailed insights and generate hypotheses for further studies. That is to say, that case study represents a method that researchers use to obtain data and draw conclusions which will confirm or reject hypotheses. This design was used in the present work in order to identify speaking difficulties that EFL students' face and experience when learning a foreign language, also to examine the crucial role of EFL educators in implementing effective teaching strategies that reduces speaking anxiety and manage it

2.4. Sample population

In statistics, the term population refers to a particular set of items, objects , phenomena, or people being analyzed these items are the main elements which can be actual numbers to defined quantities expressed in physical units (Giblisco , 2004). The sample population is considered as the main source of data that help the researcher answer questions and test hypotheses (Perry, 2005) . As far as the sample population of the present work is concerned, it comprised 49 informants: 14 EFL teachers and 35 first year students at the Department of English at Tlemcen University who were selected using a probability random sampling for generalization purposes.

The aim behind the sample selection was to investigate the main problems that EFL students face during oral presentations as well as to examine educators' role in deploying tactics that links with students speaking difficulties. The instructors, who were 8 males and 6 females, had teaching experience ranging from 6, 7, 11, 13, 15 and 27 years. They taught different modules, not only the comprehension oral expression , as well as different levels (L1, L2, L3, M1 and M2). They and were specialised in different fields: applied linguistics, didactics and literature and civilisation, and most of them had a Doctorate degree. In terms of students, the sample consisted of both genders and aged between 19 and 25 years were randomly selected as participants in the study.

2.5. Data Collection

Data collection is a process by which the researcher uses together information about specific investigation. Liamputtong (2013) claim that data collection is the process that systematically gathers and documents information about particular phenomenon. This means that the process of data collection helps the researcher gain more insights

and measure variables that were established in the study in a systematic way in order to answer relevant questions that set by the researcher as well as to test and evaluate the results obtained from the data collected.

According to Leedy et al. (2014), researcher instruments are a systematic means that are used by the researcher for gathering information about objects as well as the people being studied. In other words, the utilization of research tools enables researchers generate research questions and hypotheses. As far as the present work is concerned, it implied three research instruments: teachers' interview, students' questionnaire, and observation. The main aim behind using the three research instruments was to reach data through the use of a variety of sources that will solely help achieve research objectives.

2.5.1. Teachers' Interview

In research methodology, the interview is used as a primary tool to help gathering data about specific elements that is of a high importance. According to Fontana et al. (2005), it is a methodical and dynamic exchange between the researcher and the participants that aimed at reaching a contextualized database and exploring the complexities about the participants experiences, perspectives, beliefs and behavior. In order to investigate the effects of teachers teaching strategies in managing EFL students' speaking anxiety, a structured interview was used. The interview lasted for about 15 minutes and the informants' answers were recorded after having their verbal consent.

The interview consisted of 12 questions designed to explore various aspects of managing speaking anxiety among learners. It began by examining the specific criteria teachers use to assess speaking skills and whether oral presentations were part of their teaching practice. It then investigated whether students experience anxiety when speaking in the classroom, and if this anxiety impeded their performance. Teachers were also asked if they identified common signs or behaviors indicating anxiety and to pinpoint its main sources.

The interview delved into whether anxiety was influenced more by teacher evaluations, peer feedback, or both, and whether it affected students enrolled in different levels, not just L1. It explored if there were noticeable differences in anxiety related to gender, proficiency level, or cultural background, and whether oral presentations and

pair work are effective in reducing anxiety. Finally, the interview sought teachers' views on what supported students to overcome speaking anxiety and whether professional development, including training such as Teacher Education Development (TED) would improve teachers' effectiveness in reducing and managing anxiety during oral presentations (See Appendix A).

2.5.2. Students' Questionnaire

Brown (2001) defines the questionnaire as any research method that collects written responses from participating respondents along with a series of questions to see how and in what way they are to respond, whether by answering questions or selecting from the answers offered. Furthermore, the questionnaire is considered as the most commonly used research tool that researchers use to collect information about a specific topic in order to provide the researcher with reliable structured numerical data that can be analysed and interpreted (Wilson & McLean, 1994).

As far the present work is concerned, an online questionnaire, sent on Google form, was administered to first-year EFL students. It aimed at collecting as much data as possible about the main issues that cause EFL learners' speaking anxiety during oral presentations. The questionnaire was divided into two main sections. The first section included personal information about age and gender of EFL respondents. The second section consisted of a series of 12 questions. It included a variety of question types, including multiple-choice, closed-ended, and open-ended questions. This diverse format was chosen to gather both quantitative data, obtained from multiple-choice and closed-ended questions, and qualitative insights, derived from open-ended responses (See Appendix B).

2.5.3. Classroom Observation

The third research tool used was in the present study was a covert type of observation. The latter is defined as a qualitative research instrument that is systematically structured for the collection of data. This type emphasises the researcher acting as a non-participant observer who remains a spear shape from the person being observed (Smith, 2017). In other words, this type involves observing participants without actively participating and without letting the participants know that they are being

observed. It was used to obtain on-the-spot evidence of students' main speaking problems and to investigate the role of teaching strategies in reducing EFL learners' speaking anxiety. With the researcher acting as a non-participant observer, it took place in the second semester of the COE module with first year EFL students in the Department of English.

An observation grid adapted from Huang and Hwang (2003) was used to conduct the observation. It included a checklist and a rating scale to collect data on the behaviour of both teachers and students during the observation process. The observation grid focused on three main aspects: teachers' attitudes, students' behaviours, and classroom environment. Teachers' attitudes focused on how the instructor dealt with anxious students as well as the used teaching strategies to help them manage their speaking anxiety. Students' behaviour embodied their behaviour during their oral performance (the anxiety symptoms) and their response to the class environment after the performance and their level of interaction. Classroom environment consisted of atmosphere that was created by the instructor (See Appendix C).

The observation grid highlighted two essential roles of the teacher: supportiveness and responsiveness. The teacher's primary responsibility is to offer support when learners encounter obstacles in speaking during class or oral presentations. Additionally, the teacher must be attentive to individual needs by implementing strategies that engage all students interactively. Furthermore, the teacher's responsiveness is crucial, particularly in addressing the needs of anxious students. This attentiveness fosters a positive language learning environment, encouraging students and enhancing their language skills, especially speaking as a productive skill (Harmer, 1988).

2.6. Data Analysis

Subsequent to data collection, comes data analysis for the three research instruments, where both qualitative and quantitative data were employed, starting with the interview.

2.6.1. Teachers' Interview Results

In order to facilitate the analysis of the interview, the teachers were coded into participant 1, 2 and so forth. The results of their answers are highlighted underneath.

Question 1: How do you evaluate your students' speaking abilities?

When asked about the way the teachers evaluated their students' speaking abilities, varied answers were provided. Participant 1 emphasized interaction and the development of skills such as critical thinking and problem-solving, rather than evaluating speaking abilities. This was influenced by their teaching modules in reading and literature, where speaking skills were not a primary focus. Participant 2 discussed changes in teaching methods over generations, highlighting the importance of the ESP module and advocating for a comfortable evaluation environment that focused on specific aspects of speaking skills across semesters.

Participant 3 focused assessment more on writing skills initially due to students' limited language exposure and vocabulary in their first year. Pronunciation and vocabulary were emphasized later for special projects or additional grades. Participant 4 related the evaluation of speaking abilities to students' varying vocabulary levels and how it impacted their performance compared to peers. Other participants shared similar percentages and discussed ongoing evaluation processes, the use of checklists and rubrics, and challenges in evaluating fluency and confidence in heterogeneous groups. Overall, participants highlighted diverse perspectives on evaluating speaking abilities, considering factors like teaching context, student diversity, and evolving pedagogical approaches.

Question 2: In your teaching experience do you incorporate oral presentations as a teaching practice?

When inquired about their use of oral presentations in teaching practices, all participants (100%) affirmed their incorporation of oral presentations, citing its efficacy as an instructional method. Participant 1 specified that oral presentations are predominantly utilized in Module 2 and in courses focused on "creativity and performance," where they observe students' adaptation to oral tasks. One participant expressed reservations due to time constraints, inadequate materials such as data shows,

and the large student population. They suggested that, given these challenges, oral presentations should not be a regular feature in every session. Nonetheless, they acknowledged the benefits of oral presentations in enhancing students' abilities through visual aids and color, proposing selective use in crowded classes.

The majority of participants emphasized the significant role of oral presentations in promoting learning outcomes and enhancing students' oral communication skills. They noted that oral presentations provide opportunities to practice language skills, share information, and boost self-confidence by requiring students to speak and engage with peers. Others highlighted the importance of providing guidance and techniques to reduce anxiety associated with oral presentations. They pointed out that while some creative students prefer autonomy in organizing their presentations using soft skills, structured approaches are beneficial for many.

Additionally, participants mentioned the integration of oral presentations across various modules beyond oral production, such as ESP, where it supports content development and interaction among students. Furthermore, some participants advocated for a gradual introduction of oral presentations, particularly for first-year students with diverse personalities (extroverts, introverts). They suggested creating a comfortable atmosphere initially, focusing on active listening and vocabulary building before gradually increasing expectations for presentations based on student interests and motivations. Overall, participants unanimously agreed on the effectiveness of oral presentations as a teaching practice, emphasizing its positive impact on students' language proficiency and communication skills development.

Question 3 : Do your students encounter anxiety when they speak in English ?

In response to the question about whether students encountered anxiety when speaking English, the first two participants, (14.28%), expressed uncertainty regarding their students' experiences. The first participant argued that students needed self-confidence and encouragement to speak without fear of judgment or criticism, which may have stemmed from being older or adult learners themselves who also felt anxious speaking English. The second participant suggested that this question should have been posed directly to students, as they were more aware of their own anxiety levels.

Both participants highlighted that first-year students, who were still beginners and reliant on teacher guidance with a preference for handouts, may have experienced anxiety. The second participant attributed uncertainty about student anxiety to the modern generation's varied interests, such as watching channels or listening to music, which could both enhance language skills and contribute to anxiety due to fear of ridicule or judgment from peers. Contrarily, two other informants argued that anxiety when speaking in the language classroom was prevalent and occurred frequently within a short timeframe, maintaining the same total of (14.28%). They emphasized that many learners often experienced anxiety, especially when presenting in front of an audience.

The remaining participants unanimously agreed that anxiety affected all learners, attributing it to various factors such as personality type, environment, and the classroom atmosphere created by teachers. They suggested that anxiety might have been lessened in environments where students felt motivated, supported, and comfortable during interactions. One participant specifically noted that anxiety could manifest when working in groups, despite fluent speaking abilities, while another mentioned that foreign speakers often had numerous ideas but struggled to express them due to anxiety and stress perceived by teachers.

Question 4 : In your teaching experience what are the most common signs or behaviours of speaking anxiety that you have observed when students speak ?

When questioned about the common signs of speaking anxiety demonstrated by students in the classroom, Participant 1 stated that signs of anxiety often manifested as lack of self-confidence and a negative perception due to age. Conversely, the majority of informants (78.57%) identified several prevalent signs and behaviors associated with speaking anxiety. These included avoiding eye contact, displaying minimal body language, remaining silent, trembling or blushing, starting but not finishing sentences, struggling with language and vocabulary, reluctance to participate or interact, nervousness, stress, difficulty concentrating, lack of self-management, and loss of self-control.

They also noted that anxious students often spoke slowly and hesitantly, exhibited lack of preparation, severe trembling, and occasionally stammered. In contrast, two

informants (14.28%) believed that such signs could indicate underlying psychological issues. They argued against rote learning and memorization techniques, which they claimed could exacerbate anxiety and lead to forgetting information, potentially causing emotional distress such as weeping or crying among students.

Question 5 : According to you , what are the sources of such an anxiety ?

As to the primary sources of anxiety experienced by EFL learners, all the participants (100%) provided similar responses to this question, identifying "Lack of practice," "Fear of making mistakes," and "Fear of negative evaluation from peers and teachers" as the main sources. Specifically, five participants (35.71%) emphasized these factors, highlighting the negative self-view and teacher reactions as significant contributors to anxiety. In addition, two informants (14.28%) pointed out that the fear of making mistakes itself is a substantial source of anxiety that hinders language skill development. Meanwhile, five other participants stressed the importance of regular practice to mitigate anxiety.

Furthermore, participants highlighted additional sources such as lack of self-confidence, low self-esteem, and insufficient courage. Two participants (14.28%) also suggested that shyness contributes to anxiety. Participant 13 linked anxiety sources directly to the lack of communicative skills and language proficiency, a view shared by another participant who attributed anxiety to limited exposure to all four language skills due to the age range of 17 to 18 years.

Moreover, participants 6, 2, and 7 (21.42% collectively) mentioned health issues, family deaths, and specific personality traits as potential sources of anxiety. Participant 4 suggested that discomfort in the classroom environment for interaction could be a source of anxiety. On the other hand, participant 7 argued that anxiety sources vary among students and may include cultural reasons and lack of encouragement and support, noting that this type of anxiety should not be overlooked by learners.

Question 6: Do you think that it is the teachers who influence those with high levels of anxiety, or is it the peer assessment or both of them?

In response to this question, participants' answers varied. Half of them (50%) believed that both teachers' and peers' assessments significantly contribute to increasing students' speaking anxiety. They emphasized that assessments from both parties can impact students' anxiety levels, with one participant noting that personal and social factors also play a role, such as students' interests in the teacher and the module, which influence their anxiety levels. This participant highlighted that the learning environment and the learners themselves can be sources that increase anxiety, affecting fluency improvements.

On the other hand, two participants (14.28%) asserted that the influence is more on the teacher than the students. They argued that teachers play a crucial role in defining students' speaking difficulties in the classroom and should address ways to help learners overcome these challenges effectively. Another reason these participants attributed the influence of assessment mostly to educators is that one informant mentioned managing classroom interaction through mistakes and raising learners' awareness as a key solution to speaking anxiety, contributing to a total of (21.42%).

However, another participant argued that assessment depends on the classroom demographics, where the teacher can observe differences between male and female students. This informant noted that peer feedback can influence students' speaking abilities, particularly highlighting that female students may be more critical of their peers, potentially causing embarrassment. This participant stressed the importance of creating an atmosphere where students feel free to speak without fear of harsh judgment from both peers and authoritarian teachers.

Question 7: Is This Anxiety Noticeable Among L1 , L2 , L2 , M1 , or M2 ?

The participants were also asked about the presence of speaking anxiety across different proficiency levels. Thirteen participants, constituting approximately 92.85% of the responses, unanimously agreed that anxiety is encountered across all levels. One participant specified that anxiety is predominantly noticeable in L3, M1, and M2 levels. Another informant attributed the presence of anxiety across all levels to the ongoing

need for learners to receive sufficient language input, which facilitates comprehensive vocabulary accumulation and understanding.

Additionally, another participant asserted that anxiety is indeed observable at all levels because learners are still navigating how to manage their anxiety, influenced by their psychological makeup and personality traits. However, one participant expressed disagreement, suggesting that anxiety is not uniformly noticed across all levels. This dissenting view highlighted that a minority of students from newer generations may appear indifferent or careless, thereby diminishing the visibility of anxiety among all proficiency levels

Question 8 : Have you observed any differences in speaking anxiety level among EFL learners' based on factors such as proficiency level , gender , and cultural back ground?

The participants were also asked if they have observed differences in speaking anxiety based on factors such as proficiency level, gender, and cultural background. Approximately 8 of them (57.14%) expressed the belief that these factors do not significantly influence students' anxiety levels. However, one participant emphasized that proficiency level, specifically the lack of vocabulary and pronunciation skills, is a notable difference observed. They noted that some students may speak merely to impress, creating obstacles for effective communication. A minority of the participants stated that these factors and differences should not necessarily be a primary consideration. They argued that good speaking skills can exist independently of specific profiles for both genders. Another participant suggested that a scientific study and statistical analysis are necessary to conclusively determine which factors affect anxiety the most.

Conversely, 6 participants (42.85%) agreed that these differences can indeed be observed and contribute significantly to students' anxiety. Some participants highlighted that gender differences, with males appearing less anxious than females, along with variations in proficiency levels from average to excellent, play crucial roles. Others linked these differences to language difficulties and psychological aspects influenced by societal and environmental factors. Another participant acknowledged the existence of

these differences but emphasized that anxiety itself is a natural aspect of the learning process, influenced by familial and environmental backgrounds.

Lastly, one participant identified gender differences as the most observable factor, noting that females tend to be shyer compared to males who are more assertive in expressing themselves. They also highlighted cultural backgrounds, noting that students from urban areas tend to be more outgoing compared to those from rural areas who are more sensitive to peer feedback and judgment

Question 9 : Do you believe that allowing them to present orally helps them reduce their anxiety ?

When asked about the effectiveness of allowing students to present orally in reducing anxiety, 12 participants (85.71%) agreed that it indeed helps alleviate anxiety issues. They emphasized that anxiety often stems from the way students participate, especially in group settings where attention is divided among all group members. They noted that first-year students, who are still grappling with language mastery, particularly benefit from such opportunities. Presenting orally provides them with a chance to confront and gradually overcome their fear of public speaking.

Additionally, one participant acknowledged that while oral presentations may aid those capable of mastering such situations, it might not be beneficial for those who struggle with them. Another participant shared personal experiences, suggesting that facing anxiety head-on through public speaking helped manage, if not entirely control, the fear associated with it. This approach, they argued, turns anxiety into a more manageable aspect of the learning process.

Conversely, 2 participants (14.28%) expressed dissenting views, believing that oral presentations can exacerbate anxiety. One argued that students might feel pressured to speak and perform outside their comfort zones, potentially increasing discomfort and anxiety levels. They contended that while oral presentations might push students to step out of their comfort zones, it doesn't necessarily help them effectively overcome their anxiety. In conclusion, while a majority of participants agreed that oral presentations can reduce anxiety by providing exposure and practice, a minority expressed concerns about its potential to increase discomfort and anxiety among students.

Question 10 : Have you ever tried other ways like pair work strategies to reduce learners anxiety level?

Participants in the study offered diverse perspectives regarding the effectiveness of pair work in alleviating anxiety among language learners. A minority, comprising 21.42% of respondents, expressed reservations about the centrality of pair work in anxiety reduction. Two participants (14.28%) suggested that anxiety could be mitigated through alternative activities proposed by teachers, implying that pair work may not be essential in every instance. Another participant argued that pair work should not be prioritized within the oral production module, emphasizing that content mastery and skill acquisition take precedence over collaborative tasks like pair work.

Conversely, a significant majority, accounting for 78.57% of participants, viewed pair work as a highly effective teaching practice. Eleven respondents highlighted the proverbial advantage of "two minds are better than one," underscoring how collaborative efforts in pairs or groups enhance students' ability to tackle language tasks together. They emphasized that working in pairs fosters teamwork and allows students to support each other, thereby reducing the stress and anxiety associated with individual performance. Additionally, one participant noted the structured use of pair work when students need to prepare jointly, contingent upon considering their levels and personalities.

Moreover, participants detailed various approaches to implementing pair work in language learning contexts. Some discussed using pair work for activities such as practicing mini dialogues, contingent upon how well these activities are integrated into the broader lesson plan by the teacher. Others stressed the importance of educators diversifying their instructional strategies to engage students effectively and foster participation. Furthermore, there was a recognition that pair work is particularly beneficial for L1 and L2 learners, helping them develop language skills collaboratively and build confidence in a supportive learning environment.

Overall, while some participants questioned the exclusive focus on pair work, the majority advocated its effectiveness in enhancing collaborative learning and reducing anxiety among students. Their insights underscored the nuanced role of pair work in

facilitating language acquisition and creating a conducive classroom atmosphere for learners at different proficiency levels.

Question 11: What kind of support do you believe your students may need to overcome their speaking anxiety ?

Regarding the question of supporting students to overcome speaking anxiety, participants in the study expressed varied viewpoints. A group of three participants (21.42%) emphasized the critical importance of practice. They argued that regular practice builds confidence and motivation, enabling students to use the language outside the classroom for self-improvement. Similarly, two other participants (14.28%) believed that facing the fear of public speaking head-on, coupled with consistent practice and encouragement to repeat tasks, would help students advance and reduce anxiety. In contrast, another pair of participants (14.28%) highlighted the significance of structured practice and constructive feedback within a positive and supportive learning environment. They asserted that these elements play a pivotal role in alleviating anxiety among learners. Additionally, two participants (14.28%) emphasized the role of motivation as a key factor. They suggested that motivated students are more likely to seize opportunities for language improvement.

Furthermore, three participants (21.42%) underscored the importance of teacher support in creating a conducive learning atmosphere. They emphasized that effective teachers not only provide necessary assistance but also socially interact with students, offering rewards and encouragement to help them overcome anxiety. Conversely, two participants (14.28%) stressed the need for educators to be sensitive to the unique challenges faced by non-native speakers. They advocated for teachers to understand diverse student perspectives and avoid overly corrective approaches that may stifle student confidence. Moreover, one participant argued for pedagogical support through engaging and recreational activities such as storytelling, language games, and role-plays. They believed that these activities could boost students' self-confidence and motivation effectively.

Another participant highlighted the importance of enhancing listening, watching, and reading skills with specific techniques to enrich vocabulary and mitigate speaking

difficulties. Lastly, one informant emphasized the role of visual aids, suggesting that proficiency with tools like PowerPoint for oral presentations could enhance students' ability to articulate ideas fluently and reduce anxiety by providing tangible supports. In summary, the participants' perspectives underscored a multifaceted approach to supporting students in overcoming speaking anxiety, encompassing practice, motivation, teacher support, pedagogical strategies, and the effective use of visual aids. These insights reflect a holistic understanding of the challenges students face and the diverse methods to address them in language learning contexts.

Question 12 : Do you believe that educators need a high qualification of professional development and effective training to help their EFL learners manage their speaking anxiety during oral presentations ?

In response to the final question, all participants unanimously agreed (100%) on the critical importance of continuous professional development and effective training for educators. Participant 1 emphasized that teacher education development (TED) is crucial because teaching involves understanding and managing diverse student psychologies and personalities. They stressed that the more teachers are trained effectively, the more professional they become in their roles. Four participants (28.57%) highlighted the necessity for TED programs to raise teachers' awareness of students' varying levels of anxiety. They suggested that supportive feedback and strategies learned through TED could help teachers effectively manage student anxiety during oral presentations.

Another participant underscored the importance of TED occurring before, during, and after a teacher's career to ensure ongoing improvement. They argued that professional qualifications lead to advancement, encouraging teachers to continually learn and adapt. However, they also noted that while TED is beneficial, it may lack practical application, suggesting a need for more hands-on experience for teachers dealing with heterogeneous student groups.

One participant argued that TED should focus on practical experience alongside effective training, advocating that experience enhances a teacher's ability to handle classroom dynamics effectively. Another participant (14.28%) posited that TED allows

younger teachers to excel in motivating students compared to their more experienced counterparts, highlighting the importance of up-to-date teaching methodologies. Two participants (14.28%) emphasized the role of teachers in understanding and managing student diversity within groups. They suggested that incorporating high-performing students to assist those who struggle can enhance overall class progress. Another perspective emphasized that teachers should guide and design effective oral presentations, not only transmitting knowledge but also supporting students in managing anxiety through structured approaches

Finally, one participant stressed the significance of psychoanalytical approaches in TED, advocating for a balanced approach in catering to both introverted and extroverted students. They proposed that teachers should adjust their teaching styles to accommodate different learner profiles, ensuring that all students receive appropriate support and encouragement. In conclusion, the participants' views collectively underscored the critical role of TED in enhancing teaching effectiveness, managing student anxiety, and fostering inclusive learning environments tailored to diverse student needs.

2.6.2 Students' Questionnaire Analysis

The first two questions in section A of the questionnaire aimed to gather personal information from the respondents regarding their age and gender. The results indicated that a significant majority, 21 students (60%), are between the ages of 19 and 25. Additionally, 12 students (34%) are younger than 19 years old, while only 2 students (5.71%) are older than 25. Therefore, among the total of 35 students surveyed, the largest age group falls between 19 and 25 years old. In terms of gender distribution, the questionnaire found that 30 students identified as female, comprising approximately 85.71% of the total respondents. In contrast, 5 students identified as male, making up about 14.28% of the surveyed population. This underscores a clear majority of female students within the class demographic.

Question 1: How do you evaluate your speaking skill in English ?:

This question aimed to understand how learners evaluate their speaking proficiency. The responses varied across different levels: approximately 40% considered

their speaking level to be good, while about 54.28% rated it as average. A smaller proportion, around 2.85%, rated their speaking skills either weak or excellent, each category representing the same percentage of respondents.

Question 2 : How often do you practice your speaking skill ?

This question aimed to determine how often students practice their speaking skills, with respondents selecting only one answer. Approximately 68.57% indicated they practice speaking skills sometimes, while about 8.57% reported practicing rarely. A small minority, approximately 2.85%, stated that they never practice their speaking skills. This indicates that a significant portion practices speaking occasionally, with a notable minority practicing less frequently or not at all.

Question 3: Do you have difficulties in English in class ?

In this question, respondents were asked whether they encounter difficulties when speaking in class. The results showed that approximately 60% answered yes, indicating they face challenges while speaking. Conversely, about 40% answered no, suggesting they do not struggle with language difficulties and feel more confident in their speaking abilities. This disparity suggests that a significant portion of students grapple with speaking challenges, while others exhibit greater proficiency across language levels.

Question 4 : Does speaking in English in class increase your level of anxiety ?

This question aimed to determine whether speaking a foreign language in front of the whole class leads to increased anxiety. The results showed that the majority, approximately 65.71%, answered yes, indicating that speaking in a foreign language does indeed heighten anxiety levels. Conversely, about 34.28% answered no, suggesting that for some, speaking a foreign language in class does not lead to increased anxiety. These findings highlight that anxiety is significantly influenced by speaking a foreign language, underscoring its psychological impact as a primary trigger.

Question 5 : In which of the situation do you feel anxious when speaking in English in class?

This question explored various situations where students experience heightened anxiety and how it affects their speaking abilities. The results showed that a significant

portion, approximately 25%, reported feeling most anxious during oral exams and oral sessions combined. Additionally, about 17.14% indicated experiencing anxiety during both oral exams and individual oral presentations. Moreover, approximately 8.57% mentioned feeling anxious primarily during oral sessions. A smaller percentage, around 2.85%, expressed anxiety during both oral sessions and group work, while one respondent cited anxiety specifically during group work. Others mentioned experiencing anxiety during different situations without specifying them. Some respondents noted feeling anxious during oral sessions, individual oral presentations, and oral exams, although without specifying particular situations. Finally, one respondent mentioned feeling anxious during group work and individual oral presentations. Each of these choices represented approximately 2.85% of the responses.

Question 6 : Which of the following factors make you the most anxious when speaking in class ?

In this question, respondents were asked about the main factors that contribute to their increased anxiety and stress. The results indicated that approximately 45.71% of respondents feel anxious due to the fear of making grammatical mistakes, while about 17.14% cited anxiety stemming from pronunciation errors. Other respondents mentioned various unspecified factors. Additionally, around 11.42% expressed anxiety related to a poor language background and teachers' evaluations. A smaller percentage, approximately 2.85%, attributed their anxiety to evaluations by their peers.

Question 7 : What sort of symptoms have you experienced during those anxious sessions?

In this question, respondents were asked about the various symptoms they experience during anxious situations. The results revealed that the majority, totaling 28.5%, reported experiencing rapid heartbeat. About 14.28% of respondents experienced both shaking and rapid heartbeat. Additionally, approximately 8.57% reported feeling butterflies in the stomach. A total of 5.71% of respondents reported experiencing a combination of symptoms such as shaking, sweating, and rapid heartbeat, as well as dry mouth and rapid heartbeat, and dry mouth with stuttering. About 2.85% mentioned symptoms like shaking, sweating, and butterflies in the stomach, while one

respondent specifically mentioned shaking and stuttering, and others reported sweating and stuttering.

Furthermore, some respondents described experiencing shaking, dry mouth, and rapid heartbeat, and others mentioned feelings like butterflies in the stomach, sweating, and shaking. One respondent reported only stuttering, another shaking and dry mouth, and some mentioned sweating and dry mouth. Finally, rapid heartbeat and stuttering were reported by others. Each of these specific symptoms was reported by 2.85% of the respondents, except for one unspecified answer that also accounted for 2.85% of the total responses.

Question 8 : Do you think that anxiety affects your oral performance when presenting?

Participants were asked whether their anxiety affects their oral performance and presentations. The majority, totaling 85.71%, responded affirmatively, stating that anxiety indeed has a negative impact on their performance. Conversely, about 14% of participants indicated that anxiety does not affect their oral performance. This highlights that anxiety is predominantly perceived as hindering performance among those who experience it.

Question 9 : Do you think that this speaking anxiety affects your grade?

The primary aim of this question was to investigate whether speaking anxiety affects academic progress, particularly grades. The findings revealed that approximately 80% of respondents answered affirmatively. They expressed that speaking a foreign language increases their anxiety, primarily due to insufficient practice and lack of participation in class. Consequently, this heightened anxiety negatively impacts their academic performance and grades.

Question 10 : Has your teacher ever noticed your anxiety when listening to you speak in class ?

In this question, respondents were asked whether their teachers have ever noticed any signs of anxiety when they speak in class. The majority (34.28%) indicated that their teachers had not noticed any anxiety-related reactions. However, 23.80% reported that

their teachers had observed such reactions. This suggests that students with lower anxiety levels may better control their behaviors and actions through their performance, whereas those who experience anxiety may exhibit more noticeable reactions that teachers can easily perceive.

Question 11: Has your teacher ever used some teaching strategies in order to help you reduce your speaking anxiety?

Respondents were asked if they could identify specific teaching strategies their teachers used to reduce speaking anxiety. Many responses were ambiguous, suggesting that first-year students may not yet have the awareness to observe and understand their teachers' strategies. A notable concern was raised by one respondent who suggested that teachers should avoid immediately correcting mistakes during presentations, as this practice induces significant anxiety, making students very nervous and pressured. This respondent also felt that less emphasis should be placed on accent during feedback, as the focus on accent, combined with the way teachers react to mistakes, exacerbates their stress and anxiety. In contrast, 57.14% of respondents observed that their teachers employed strategies to help manage and control anxiety effectively.

When asked to share methods or "secrets" for controlling anxiety, 22.85% of the respondents provided insights. They emphasized taking things in an easy and relaxed manner, staying calm, and building confidence, which they believed would enhance their language skills. Regular experience and training in public speaking were seen as crucial for developing fluency and reducing anxiety. Breathing exercises were mentioned by one respondent as a key technique for maintaining calmness, and they noted that anxiety did not always negatively affect their grades. Experience from high school presentations was cited by another respondent as a factor that helped them manage anxiety, suggesting that familiarity with public speaking can mitigate its negative impacts. Presenting in front of friends and receiving peer feedback, as well as maintaining eye contact, were mentioned as effective methods to reduce anxiety and stress. This approach turned speaking anxiety into a motivational factor that supported language improvement.

Additionally, respondents highlighted the importance of preparation and management, noting that extensive practice and rehearsal before presentations increased their confidence and familiarity with the material, thereby easing anxiety. Accepting that making mistakes is a natural part of the learning process was considered crucial for managing anxiety better. Another participant emphasized that anxiety is a natural part of human psychology, and understanding this helped them cope with speaking challenges. Common strategies shared included deep breathing, maintaining a positive mindset, concentrating on organized thoughts, and engaging in regular practice to enhance speaking skills. These responses collectively illustrate that a combination of personal strategies and regular practice can effectively manage and reduce speaking anxiety, leading to improved language performance.

2.6.3 Classroom Observation Analysis

As explained previously, the observation that was undertaken in order to gather comprehensive data on students' speaking anxiety and the educator's role in managing focused on three main aspects: Teachers' Attitudes, Students' Behavior, and the Classroom Environment. The results of each aspect are explained below.

2.6.3.1. Teachers' Attitude

As previously discussed in Section 2.2, the COE module's assessment involved role-playing activities, specifically focusing on job interview scenarios. The evaluation criteria for these activities included the structure of the role-play interviews and whether students adhered to the rules and concepts taught during the lectures. During the observation period, the researcher noted that the instructor provided clear instructions for oral assignments and encouraged students to express themselves while minimizing various types of mistakes, such as grammatical and pronunciation errors. Additionally, the educator promoted pair work strategies as a means to enhance self-confidence and reduce speaking anxiety among students.

The implementation of pair work played a significant role in the teacher's strategy. By engaging students in role-play activities, particularly job interviews, the teacher could observe their talents and dynamics in a practical setting. This approach also allowed the teacher to record important details that might not have been addressed

in the students' oral presentations. The focus was primarily on the structure and coherence of the students' oral performances. During each pair work presentation, the teacher provided supportive feedback, correcting mistakes related to body language, grammar, spelling, and vocabulary. This method not only helped students refine their speaking skills but also built their confidence in using the language correctly.

The teacher also paid special attention to students who displayed signs of anxiety, observing them individually and monitoring their classmates' attention to the presenters. It was noted that the teacher expressed pride in the performance of students in Group A, highlighting their significant improvement compared to the first semester. This acknowledgment was shared with the class, and the students received positive and supportive feedback from their peers. This practice of encouraging peer evaluation and feedback was a key element in the teacher's approach to reducing speaking anxiety and promoting a supportive learning environment.

The observation revealed that the teacher was highly responsive to the issues related to speaking anxiety, especially concerning sentence structure, and provided substantial support to EFL learners facing anxiety challenges. However, a notable difference between the two observed groups (Group A and Group B) was that the teacher encouraged peer feedback in Group A, while this practice was not emphasized in Group B. In Group B, the teacher did not prioritize peer feedback and advised students against relying solely on rote learning, which could negatively impact their oral skills by leading to forgetfulness and reduced engagement in speaking activities.

Overall, the classroom observations underscored the importance of tailored teaching strategies and the positive impact of peer support in managing speaking anxiety. The teacher's methods in promoting pair work, providing constructive feedback, and encouraging peer evaluation were pivotal in helping students overcome their anxieties and improve their oral performance in the COE module.

2.6.3.2. Students' Behaviour

Throughout the observation of EFL students, it was noted that many experienced high levels of anxiety and struggled with their speaking skills. The classroom observations highlighted a distinct disparity in self-confidence among students,

significantly impacting their oral performance. Those with higher levels of self-confidence spoke English more fluently and appeared well-prepared, while others, less fluent in their language use, made numerous pronunciation mistakes. The difference in self-confidence levels was particularly evident between the two groups observed. In group (A), presenters did not encourage their classmates to ask further questions, whereas in group (B), only those with higher confidence levels did so.

During the role-play activities, some students exhibited noticeable signs of anxiety, such as shaking, dry mouth, sweating, and stuttering. These observations align with the teacher's feedback, which primarily focused on vocabulary, grammar, and well-structured body language. The feedback was generally supportive, but it was clear that a minority of students were more anxious, affecting their performance. Interestingly, group (A) was considered more efficient than group (B) despite group (B)'s confident students encouraging classmates. Group (A) demonstrated greater attentiveness, contributing to their overall performance efficiency.

Additionally, the researcher noted gender differences in the students' speaking abilities. According to the teacher's comments, male students showed greater improvements in the second semester and were more fluent in their speaking abilities compared to female students. This progress led the teacher to provide effective support to foster further development. Another observation was that both groups tended to use their mother tongue during oral presentations, a habit that persisted despite the focus on practicing English.

The final observations showed that both groups (A and B) received similar feedback from both the teacher and their peers. This consistency in feedback was influenced by the teacher's attitude and approach to dealing with students in both groups. The feedback emphasized supportive correction and encouraged positive reinforcement, aiming to reduce anxiety and improve language performance. Overall, these observations underscored the critical role of self-confidence and teacher feedback in managing speaking anxiety and enhancing oral skills in EFL students.

2.6.3.3. Classroom Environment

The analysis of the classroom environment highlighted that the teacher faced challenges with noise management due to a generally noisy class. Despite this, the teacher demonstrated skill in handling such situations by consistently requesting students to maintain calmness and quietude, while also emphasizing the importance of respecting presenters' space. However, the effectiveness of these measures was somewhat limited, indicating ongoing difficulties in maintaining an ideal environment for focused learning.

One positive aspect noted in both groups (A and B) was the encouragement of interaction among students, fostering a supportive atmosphere conducive to learning. The classroom environment allowed for light-hearted interactions, including some tolerance for playful teasing or mockery, which helped maintain student engagement without disrupting the learning process. A significant difference observed between the two groups was in their seating arrangements. In group (B), the teacher expressed a preference for an empty middle space and a classroom arranged in a U shape. This layout was suggested to improve student engagement by enhancing visibility and facilitating better control over noise levels. Such adjustments were seen as potentially beneficial for optimizing the learning environment and enhancing the overall classroom dynamics.

Additional observations detailed in the Appendix provided further insights into the dynamics of both groups (A and B), focusing on how specific classroom arrangements and management strategies influenced student behavior and interaction patterns. These observations underscored the importance of considering physical classroom setups and management techniques in creating an environment that supports effective learning and minimizes distractions, particularly in contexts where managing speaking anxiety and promoting student engagement are key priorities.

2.7 Discussion and the Interpretation of the Main Results

This section will delve into the key findings derived from three research instruments: Teachers' Interviews, Students' Questionnaires, and Classroom Observations. The primary objective was to validate the proposed hypotheses and address the research questions posed at the outset of this study. The first hypothesis

posited that anxiety among EFL students during oral presentations stems from several factors, including fear of making mistakes, inadequate language skills or background, and the evaluation they receive from both teachers and peers. Through the rigorous collection and analysis of data using the aforementioned research tools, it was confirmed that these reasons indeed contribute significantly to heightened speaking anxiety among EFL students. The findings underscored that fear of errors, limited language proficiency, and apprehension over evaluations are pivotal factors that exacerbate speaking anxiety issues during oral presentations.

Furthermore, the research substantiated that anxiety exerts a profound influence on students' speaking competencies. The data revealed a clear correlation between heightened anxiety levels and reduced speaking fluency and confidence among students. This alignment between the hypothesized factors and the empirical findings strengthens the understanding of how anxiety impacts language learning and performance in educational settings. In conclusion, the study not only validated the initial hypotheses but also shed light on the critical role of addressing anxiety management strategies in enhancing EFL students' oral communication skills. These findings provide valuable insights for educators and practitioners seeking to mitigate speaking anxiety and foster a supportive learning environment conducive to language development.

Based on the findings gathered from multiple research tools including teachers' interviews, students' questionnaires, and classroom observations, several key insights have emerged regarding the impact of speaking anxiety on EFL students' performance and the strategies employed to mitigate it. Firstly, it was confirmed through the data that speaking anxiety significantly affects students' grades and inhibits their speaking skills. Students reported heightened anxiety particularly during oral exams and sessions, where they experienced a combination of symptoms such as shaking, dry mouth, stuttering, and flushed faces. The classroom observation further revealed that teachers utilize role-play techniques as a pedagogical strategy to reduce anxiety among students. Despite these efforts, students continued to exhibit signs of anxiety, underscoring the persistent challenge posed by speaking anxiety in language learning contexts.

Teachers' attitudes towards addressing speaking anxiety were crucial in shaping students' experiences. Teachers acknowledged that fear of judgment and making mistakes, coupled with inadequate language input and vocabulary, contributed to students' anxiety levels. They emphasized the importance of creating a supportive environment where students feel encouraged to express themselves without fear of criticism. Teachers also highlighted that making mistakes is a natural part of the learning process, akin to anxiety being a natural aspect of human psychology. They advocated for students to confront their fears through continuous practice and active participation, emphasizing that overcoming speaking anxiety requires both teacher support and student initiative.

In conclusion, the findings support the first hypothesis that speaking anxiety significantly impacts students' oral performance and overall language learning. Teachers' proactive approach in addressing anxiety through pedagogical strategies and supportive classroom environments is crucial in alleviating students' anxiety and enhancing their speaking skills. The study underscores the collaborative effort needed between teachers and students to effectively manage and overcome speaking anxiety in language education settings. Based on the findings from both learners' perspectives and teachers' insights, the second hypothesis regarding the effectiveness of language learning strategies in managing speaking anxiety is confirmed.

Learners reported employing various language learning strategies to cope with speaking anxiety effectively. Techniques such as positive self-talk, practice and preparation, emotional regulation, visualization, and reframing anxious thoughts were highlighted as beneficial. Many learners emphasized the positive impact of extensive practice and familiarization with presentation topics beforehand on their self-learning journey. This approach not only enhances their confidence but also prepares them mentally to manage anxiety during oral presentations.

Teachers corroborated these strategies, emphasizing the importance of positive self-talk in calming students' nerves and reframing negative thoughts into positive affirmations like "take it easy" or "it's okay". They stressed that providing opportunities for oral performances in the classroom encourages students to actively engage with the

language and interact with peers, fostering motivation despite potential mistakes. Teachers implement specific rubrics and grids to structure, guide, and provide feedback during oral tasks, underscoring the necessity of consistent practice to advance students' oral proficiency over time.

In conclusion, the study supports the second hypothesis that language learning strategies such as positive self-talk, practice, emotional regulation, and preparation effectively contribute to managing and reducing speaking anxiety among EFL learners. Teachers' role in implementing supportive classroom practices and encouraging regular oral practice sessions is pivotal in fostering students' confidence and enhancing their overall language skills development. Based on the findings gathered from teachers and students, the third hypothesis regarding the role of effective teaching strategies in reducing speaking anxiety during oral presentations is confirmed.

Teachers play a crucial role in alleviating students' speaking anxiety by employing effective pedagogical practices and demonstrating responsiveness to their psychological needs. The study underscored the importance of educators identifying and addressing students' speaking difficulties with empathy and support. Teachers emphasized the necessity for continuous professional development and training to enhance their skills in managing and reducing speaking anxiety effectively in the classroom. Throughout the research, teachers highlighted the significance of creating a balanced learning environment where both introverted and extroverted students feel encouraged to participate actively in language activities. The classroom observation grid used in the study specifically considered these parameters to evaluate the impact of teaching strategies on EFL learners' anxiety levels.

Students, on the other hand, expressed their anxiety related to accent and pronunciation evaluations during oral tasks. They suggested that teachers should refrain from placing excessive emphasis on these aspects, as it exacerbates their anxiety. Instead, students emphasized the importance of supportive feedback and encouragement from teachers to build their confidence during presentations. In conclusion, the study confirms that effective teaching strategies, combined with supportive and responsive teacher attitudes, significantly contribute to reducing speaking anxiety among EFL

learners. Teachers' awareness of students' language learning challenges and their commitment to fostering a supportive classroom environment are essential for enhancing students' speaking skills and overall language proficiency.

2.8. Suggestions and Recommendations for Future Research

Based on the comprehensive findings from this study on managing speaking anxiety among EFL learners, several key recommendations emerge for both teachers and students. Teachers are advised to prioritize ongoing professional development aimed at enhancing their skills in mitigating speaking anxiety through workshops and training sessions. They should foster a supportive classroom environment that encourages participation and minimizes undue focus on accent and pronunciation. Utilizing role play and pair work strategies can further provide students with structured opportunities to practice and build confidence.

For learners, regular practice, positive self-talk, and the use of emotional regulation techniques are essential for managing anxiety. Seeking constructive feedback and actively engaging in class activities are also encouraged to enhance speaking skills. Future research should focus on longitudinal and comparative studies to further validate effective teaching strategies and explore cultural influences on anxiety management in diverse educational contexts. By implementing these recommendations, educators can better support learners in overcoming speaking anxiety and fostering a more conducive learning environment.

2.8.1 Suggestions for Teachers

EFL teachers play multifaceted roles as facilitators, supporters, responsive and attentive guides, controllers, instructors, and knowledge transmitters. They set clear learning objectives tailored to students' psychological needs, fostering a conducive classroom atmosphere enriched with humor. By assigning a variety of tasks and activities that enhance both receptive and productive language skills, they avoid authoritarian approaches that hinder learning. Instead, they cultivate awareness of students' preferences and employ strategies to help them cope with speaking anxiety effectively.

2.8.2 Suggestions for Students

Students should focus on developing self-learning or directed learning strategies to enhance their language skills autonomously. Regular and consistent practice is crucial for skill improvement, helping to manage and avoid anxiety through specific language learning techniques like thorough preparation and extensive practice. Collaborative learning in teams or pairs is beneficial, especially for students with lower proficiency levels, fostering improvement and boosting self-confidence. It's important for students not to judge classmates based on minor mistakes during peer assessments, as this can exacerbate anxiety. Additionally, students should cultivate self-reliance rather than solely depending on the teacher for their progress.

2.8.3. Recommendations for Both Teachers and Learners

In this study, it is recommended that there be collaboration from both sides, meaning that teachers should not be careless, and students should also be proactive. Anxiety must be managed and controlled more by students than by teachers, as teachers are tasked with guiding them in a balanced manner, considering the varied personalities and psychological sensitivities present in their classrooms. Both roles should be incorporated together to reduce anxiety, recognizing that it is a natural part of human psychology that cannot be ignored or eliminated entirely. The emphasis should be on both teachers and students working together for effective management of this issue.

2.9. Conclusion

The second chapter provided a detailed overview of the practical aspects of the study, encompassing the research design, sample population selection, data collection methods, and the comprehensive analysis of data, utilizing both qualitative and quantitative approaches. The research findings underscored the shared responsibilities of both teachers and learners within the realm of language education. Teachers were identified as crucial in providing supportive feedback and employing effective teaching strategies to enhance language learning. Simultaneously, learners were encouraged to utilize diverse language learning techniques to address challenges, particularly in relation to speaking anxiety. Ultimately, based on these findings, the researcher proposed targeted recommendations aimed at mitigating speaking anxiety. These

recommendations were designed to benefit both students and teachers, fostering a supportive learning environment conducive to overcoming speaking challenges effectively.

General Conclusion

The study addressed several questions regarding the factors that contribute to speaking anxiety among first-year EFL students during oral presentations, as well as potential strategies for managing this anxiety with teacher support. The study addressed several key questions, including: What factors contribute to the anxiety experienced by EFL students when delivering oral presentations? What strategies could be employed by EFL students to effectively cope with their speaking anxiety during these presentations? Finally, it is necessary to consider how teachers can best assist EFL students in reducing their anxiety levels during oral presentations.

To investigate these questions, the study proposed a series of hypotheses. Firstly, the anxiety experienced by EFL students during oral presentations was found to be influenced by three main factors: concerns about making mistakes, limited language proficiency, and apprehension over evaluations from both teachers and peers. Secondly, EFL learners may be able to alleviate their speaking anxiety through a number of strategies, including adopting positive self-talk, rigorous preparation, employing emotional regulation techniques, visualization practices, and reframing negative thoughts. The aforementioned hypotheses were designed to provide a framework for the investigation into the complexities of speaking anxiety in EFL contexts.

This dissertation employed an exploratory case study methodology utilising a range of research instruments. The study involved 49 participants, comprising 14 teachers and 35 first-year EFL students from the English Department at Tlemcen University. Research tools such as teacher interviews, student questionnaires, and classroom observations were administered in order to identify the primary causes of speaking anxiety and to examine how teachers effectively employed specific pedagogical practices to help learners cope with their anxiety issues. The data gathered from the aforementioned tools were analysed quantitatively and qualitatively. The dissertation was divided into two chapters: the theoretical framework, which was presented in the first chapter, explained speaking anxiety, its causes, and symptoms; while the second chapter focused on the practical aspects, including the research design, the participant demographics, the research instruments used, the data analysis methods, and a set of recommendations.

The research findings highlighted the dual responsibilities of teachers and learners in language education. Teachers were expected to provide supportive and constructive feedback to enhance language learning strategies, fostering effective collaboration with students. Concurrently, learners had to employ diverse language strategies to address their speaking challenges. The pivotal role of EFL educators significantly influenced the teaching and learning process. During the study, the researcher encountered challenges such as limited student participation in completing questionnaires and time constraints, which restricted interviews to just 14 teacher participants and 35 student participants despite aiming for a larger sample size. The study focused on first-year students, examining educators' roles and the impact of anxiety on oral presentations and speaking skills.

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Appendices

Appendix A: Teachers' Interview

Dear teacher,

Thank you very much for taking from your time and accepting to participate in the study which seeks to investigate teachers' role in reducing EFL students' speaking anxiety during oral presentations. I would like to inform you that this conversation will be kept confidential, without any reference to your name during the entire phase of the study.

If you do not mind, I would like to tape-record our conversation for the sake of making sure that no single detail is being missed and being able to concentrate with you during the whole conversation.

Before starting the interview, would you please introduce yourself? (position at Tlemcen University, speciality, the module (s) you teach, level (L1, L2, L3, M1, or M2), and teaching experience).

1- How do you evaluate your students' speaking abilities?

2- In your teaching sessions, do you incorporate oral presentations as a teaching practice?

- If yes, do you believe that allowing your students to present orally is an effective teaching practice?
- If not, what strategies do you use instead of oral presentations?

3- Do your students encounter anxiety when they speak in English?

4- In your teaching experience, what are the most common signs or behaviours of speaking anxiety that you have observed when students speak?

5- According to you, what are the sources of such an anxiety?

6- Do you think that it is the teachers who influence those with high levels of anxiety, or is it the peer assessment, or both?

7- Is this anxiety noticeable among L1, L2, L3, M1, or M2 students?

8- Have you observed any differences in speaking anxiety level among EFL learners based on factors such as proficiency level, gender, and cultural background?

9- Do you believe that allowing them to present orally helps them reduce their anxiety?

10- Have you ever tried other ways like pair work strategies to reduce learners' anxiety level?

11- What kind of support do believe your students may need to overcome their speaking anxiety?

12- Do you believe that educators need a high qualification of professional development and effective training to help their EFL learners manage their speaking anxiety during oral presentations ?

Appendix B: Students' Questionnaire

Dear student,

This questionnaire aims at collecting data about EFL learners' speaking anxiety issues that influence their oral performance. You are kindly invited to answer the following questions. All the answers that you provide for the sake of this study are appreciated. Note that your identity as well as your answers will be kept in total confidentiality. Please put a ✓ where there is a small box, and answer the questions in the given space.

Before filling in the questionnaire, you are kindly invited to put ✓ in the following box to show your consent to participate in this research

I agree to take part in the present study

Age

Less than 19 Between 19 and 25 More than 25

Gender Male Female

1- How do you evaluate your speaking skill in English? **(Choose one answer only)**

Excellent

Good

Average

Weak

2- How often do you practice your speaking skill? **(Choose one answer only)**

Always

Very often

Sometimes

Rarely

Never

3- Do you have difficulties speaking in English in class?

Yes No

4- Does speaking in English in class increase your level of anxiety?

Yes No

5- In which of these situations do you feel anxious when speaking in English in class?

(You can choose more than one answer)

Oral exam

Oral session

Group work

Individual oral presentation

Other (Please, specify)

.....

6- Which of the following factors make you the most anxious when speaking in class ?
(You can choose more than one answer).

Fear of making grammatical mistakes

Pronunciation mistakes

Negative evaluation

Teacher's evaluation

Peers' evaluation

Poor language background

Other (Please, specify)

.....

7- What sort of symptoms have you experienced during those anxious sessions? **(You can choose more than one answer)**

Shaking

Sweating

butterflies in the stomach

dry mouth

rapid heartbeat

Stuttering

Other (Please, specify)

.....

8-Do you think that this anxiety affects your oral performance when presenting?

Yes No

9-Do you think that this speaking anxiety affects your grade?

Yes No

Explain your choice

.....

10- Has your teacher ever noticed your anxiety when listening to you speak in class?

Yes No

11- Has your teacher ever used some teaching strategies in order to help you reduce your speaking anxiety?

Yes No

If yes, what are they?

If no, would you like your teacher to use some strategies that would help you cope with your speaking anxiety in the future?

Yes No

If yes, what would you like him/her to do?

.....

12- For those who have never experienced speaking anxiety, would you like to tell us what your secret is?

.....

.....

.....

.....

Thank you for your collaboration

Appendix C: Classroom Observation

Check list and rating scale of both teachers and students' behaviour.

*1 Participants' Information:

Date		
Time		
Level		
Group		
Teacher's observed		
Observer's name		

*2 Observation categories check list :

Teacher behaviour	Yes	No	Remarks
The teacher encourages students to express themselves			
The teacher provides positive feedback to students' oral performances			
The teacher sets clear instructions and guidance for the oral assignments/tasks			
The teacher uses non – verbal cues such as (smiling, maintaining eye contact)			
The teacher pays an individual attention to anxious students.			
The teacher is responsive to students' speaking anxiety			
The teacher is supportive to students' speaking anxiety			
The teacher encourages group work assignments/presentations			
The teacher encourages in-class peers' feedback			
Students' Behaviour	Yes	No	Remarks

Speaking fluency			
Coherence of speech			
Sings of speaking anxiety such as shaking , sweating , dry mouth and stuttering			
Engagement with their classmates			
The use of learning strategies			
Reaction to the teacher's feedback.			
Reaction to peers' feedback			

***3 Classroom Environment:**

The main categories of classroom environments	Yes	No
The level of noise is acceptable		
The amount of distraction in class is acceptable		

الملخص

تهدف الدراسة الحالية إلى دراسة الاستخدام الفعال لخطط التدريس التي تساعد طلاب السنة الأولى الانجليزية كلغة أجنبية على تقليل قلقهم من التحدث ، كذلك تستكشف العوامل الرئيسية التي تساهم في قلق اللغة الأجنبية، بالإضافة إلى هذه الدراسة تعالج مختلف تقنيات تعلم اللغة الأجنبية التي يستخدمها متعلمي اللغة الإنجليزية كلغة أجنبية للحد من قلقهم خاصة أثناء تقديم العروض الشفهية و من أجل تحقيق هذه الأهداف استخدمت الدراسة الحالية نموذج البحث الاستكشافي الذي يعتمد على منهج الأسلوب المختلط الذي يتضمن البيانات الكمية والنوعية ، ثم جمعها لاحقاً من خلال طلاب قسم اللغة الإنجليزية بجامعة تلمسان ، المتكونة من تسعة و أربعون مشاركاً ، أربعة عشرة أستاذاً الذين تمت مقابلتهم و خمسة و ثلاثون طالباً من السنة الأولى من طلاب اللغة الإنجليزية كلغة أجنبية الذين أجابوا على الإستبيان، بالإضافة الى الوسائل البحث التي تم استخدامها في هذه الدراسة حيث كشفت النتيجة أن المعلمين يلعبون دور كبير و أهم وخاصة في تطبيق الأنظمة و إستراتيجيات البيداغوجية التي تساعد من الحد و معالجة الصعوبات القلق عند التحدث لدي الطلاب ، و قد عززت هذه التطبيقات محيط للتعلم وهذا الإستجواب و الدعم الذي على المعلمين عليهم أن يسعوا الي توظيفها لتعزيز من قدرات الطلاب علا التحدث و خاصة خلال تقديم العروض الشفهية .

كلمات مفتاحية الأداء الشفوي، الاستراتيجيات التعليمية، القلق عند التحدث، الممارسات التعليمية، بيئة التعلم

Résumé :

L'étude examine comment les stratégies d'enseignement peuvent réduire l'anxiété orale chez les étudiants étrangers d'anglais de première année (EFL). En analysant les facteurs qui contribuent à cette anxiété et les stratégies d'apprentissage utilisées pour la gérer, notamment pendant les présentations orales, une approche mixte qualitative et quantitative a été employée. Réalisée au département d'anglais de l'Université de Tlemcen, l'étude a impliqué quarante-neuf participants. Les résultats indiquent que les pratiques pédagogiques des éducateurs sont essentielles pour surmonter les difficultés d'expression orale, créant ainsi un environnement d'apprentissage positif et réactif.

Mots clés : Anxiété à l'oral, Environnement d'apprentissage, Pratiques pédagogiques, Présentations orales, Stratégies d'enseignement efficaces

Summary :

The study examined effective teaching strategies to help first-year English as a Foreign Language (EFL) students reduce oral anxiety. It also explored the main factors contributing to foreign language anxiety (FLA) and analyzed the language learning strategies that students used to manage this anxiety, especially during oral presentations. To achieve these objectives, an exploratory survey was conducted using a mixed-method approach, integrating both qualitative and quantitative data. The study was carried out in the English department at the University of Tlemcen, involving a sample of forty-nine participants, including fourteen interviewed students and thirty-five first-year EFL students who completed a questionnaire. Additionally, classroom observations were conducted. The results revealed that educators played a crucial role by employing appropriate teaching practices that helped students overcome oral expression difficulties. These practices fostered a responsive and positive learning environment that educators aimed to create to enhance students' oral skills during presentations.

Keywords : Effective Teaching Strategies, Language Learning Strategies, Learning Environment, Oral Anxiety, Pedagogical Practices