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**AN INVESTIGATION INTO STUDENTS' AND TEACHERS'
AWARENESS OF FOREIGN LANGUAGE SPEAKING ANXIETY IN
CLASSROOMS**

Case Study: High School English Language Students (Algeria)

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Abstract

Affective variables are among a myriad of parameters that impact foreign language learning. They are often displayed as personal and emotional attributes that define the learners' readiness to acquire the target language. In the same angle, foreign language speaking anxiety is deemed as the most notable characteristic that has a detrimental effect on students' oral performance while learning English. Accordingly, this study investigated the nature and sources of foreign language speaking anxiety in the Algerian high school context, coupled with students and teachers' perception and awareness of the reasons obstructing the continuity of their learning. This investigation was conducted at November 1st, 1954 Secondary School with the participation of 55 students belonging to three different educational streams and profiles; 1st year scientific and literary stream classes in addition to 2nd year foreign languages stream class. Moreover, 7 teachers from different corners of Algeria collaborated in responding to the administered interviews.

Data were collected through an adapted foreign language speaking anxiety scale (FLSAS) questionnaire and semi-structured interviews. The questionnaire consisted of 17 items testing the general foreign language proficiency, the cognitive, emotional and physical variables of the students while learning English, altogether with accounting the classroom environment, teaching procedures and methodologies as either facilitating or debilitating the whole foreign language learning process. The selection of the teachers as eminent participants to the answering of the interviews was for an immersive rationale on supplying a detailed analysis on the factors incorporating in the arousal of this topic-specific type of anxiety.

The analysis of this case study revealed that the participants had mildly anxious to anxious tendencies towards foreign language speaking anxiety. On the same basis, the results outlined that the fear of negative evaluation and their terror of making mistakes are among the highest rated factors to increasing their nervousness. Furthermore, their self-deprecating attitudes were exhibited in their irritability of others' perception while performing in a foreign language due to their low self-esteem and confidence combined with their personality traits. In the same context, the interviews had further confirmed the negative contributions of the aforementioned factors insisting on their continuous efforts on diminishing the effects of speaking anxiety in their classrooms to maintain an enjoyable, learning-centered and effective educational atmosphere.

ملخص

تعد المتغيرات العاطفية من بين العوامل العديدة التي تؤثر بشكل بارز على تعلم اللغات الأجنبية. غالبا ما يتم عرضها على شكل سمات شخصية أو عاطفية التي من شأنها تحديد استعداد المتعلمين لاكتساب اللغة المستهدفة. في نفس الزاوية، يعتبر اضطراب القلق من التحدث باللغة الأجنبية من أبرز الخصائص التي لها تأثير بارز على أداء الطلاب الشفهي أثناء تعلم اللغة الانجليزية. وفقا لذلك، تهدف هذه الدراسة الى البحث في طبيعة و مصادر القلق من التحدث باللغة الانجليزية على مستوى المدرسة الثانوية بالجزائر جنبا بجنب في التدقيق في مستوى ادراك ووعي الطلاب و كذا أسأتدتهم للأسباب التي تعيق استمرارية تعلمهم. تم اجراء هذه الدراسة في ثانوية 1 نوفمبر 1954 بمشاركة 55 طالبا ينتمون الى ثلاثة فصول و مسارات دراسية مختلفة؛ قسمي سنة أولى أدبي و علمي و قسم سنة ثانية اختصاص لغات أجنبية. علاوة على ذلك، تعاون 7 أساتذة من مختلف أنحاء الجزائر في الإجابة على المقابلات التي أجريت.

تم جمع البيانات من خلال استبيان مقياس اضطراب القلق من التحدث بلغة أجنبية الى جانب اعداد مقابلات شفوية بطريقة شبه منظمة. يتكون الاستبيان من 17 عنصرا لاختبار الكفاءة العامة للغة الأجنبية بالإضافة الى المتغيرات المعرفية العاطفية و الجسدية للطلاب أثناء تعلم اللغة الانجليزية، مع الأخذ بعين الاعتبار البيئة و الظروف المحيطة بالفصل الدراسي و كذا اجراءات و منهجيات التدريس إما لتسهيل أو إضعاف عملية تعلم اللغة الأجنبية بأكملها. كان إختيار الأساتذة كمشاركين للإجابة على المقابلات من أجل توفير تحليل مفصل للعوامل المتضمنة في إثارة هذا النوع من القلق. هذا الأخير كشف أن المشاركين ينقسمون إلى فئتين: فئة ذات قلق خفيف و الأخرى ذات قلق متقدم نوعا ما، على هذا الأساس، أوضحت النتائج أن الخوف من التقييم السلبي الى جانب توترهم من ارتكاب الأخطاء يعدون من العوامل التي تؤدي إلى تزايد نسب هذا الإضطراب. علاوة على ذلك، تبين بشكل متكرر أن تفكير الطلاب الدائم من نظرة زملائهم في الصف عند التحدث بلغة أجنبية تشكل عدم إرتياح بارز كما أنه تبين أيضا أن إندام ثقة المشاركين بأنفسهم مع إفتقارهم الملحوظ في تقديرهم لذواتهم و قدراتهم قد أثر بطريقة سلبية على التمكن من إتقان هذه اللغة و التحدث بها. في نفس السياق، أكدت المقابلات التي أجريت مع الأساتذة جدية التأثير السلبي للعوامل المذكورة أعلاه على شخصية الطلاب و كذا مجهوداتهم المبذولة في التعلم بصفة عامة و إكتساب المعارف و كذا الكفاءات المنشودة في تعلم اللغة الإنجليزية بصفة خاصة. كما أنهم أكدوا على جهودهم المستمرة في تقليل أثار إضطراب القلق من التحدث في فصولهم الدراسية بإنتهاج طرق و حلول ناجعة من أجل خلق جو تعليمي و تعليمي ممتع و فعال و محافظ على سيرورة التعلم بطريقة هادفة و مثمرة.

Résumé

Les variables affectives font partie d'une myriade de paramètres qui ont un impact sur l'apprentissage des langues étrangères. Ils sont souvent présentés comme des attributs personnels et émotionnels qui définissent la volonté des apprenants à acquérir la langue cible. Dans le même ordre d'idée, l'anxiété liée à la langue étrangère est considérée comme la caractéristique la plus notable qui a un effet néfaste sur les performances orales des élèves lors de l'apprentissage de l'anglais. En conséquence, cette étude a investigué la nature et les sources de l'anxiété de parler une langue étrangère dans le contexte du lycée algérien, couplée à la perception et la prise de conscience des élèves et des enseignants des raisons qui entravent la continuité de leur apprentissage. Cette enquête a été menée à l'école secondaire du 1^{er} novembre 1954 avec la participation de 55 élèves appartenant à trois filières et profils éducatifs différents ; cours de filière scientifique et littéraire de 1^{ère} année en plus du cours de filière langues étrangères de 2^{ème} année. De plus, 7 enseignants de différents coins de l'Algérie ont collaboré pour répondre aux entretiens administrés. Les données ont été recueillies d'un moyen de questionnaire FLASAS adapté et d'entretiens semi-structurés. Le questionnaire composait de 17 éléments testant la maîtrise générale de la langue étrangère, les variables cognitives, émotionnelles des étudiants tout en apprenant l'anglais, tout en tenant l'environnement de la classe, des procédures d'enseignement et méthodologies comme facilitant ou débilisant l'ensemble du processus d'apprentissage de la langue étrangère. La sélection des enseignants comme des participants éminents à la réponse aux entretiens était pour un rationnel immersif sur la fourniture d'une analyse détaillée sur les facteurs incorporant dans l'éveil de ce type spécifique d'anxiété. L'analyse de cette étude a révélé que les participants avaient des tendances légèrement anxieuses à anxieuses à l'égard de l'anxiété liée à la langue étrangère. Sur la même base, les résultats ont souligné que la peur d'une évaluation négative et leur terreur de faire des erreurs sont parmi les facteurs les mieux notés pour augmenter leur nervosité. De plus, leurs attitudes d'autodérision se sont manifestées dans leur irritabilité vis-à-vis les autres lorsqu'ils se produisaient dans une langue étrangère en raison de leur faible estime de soi et de leur confiance combinées à leurs traits de personnalité. Dans le même contexte, les entretiens avaient en outre confirmé les contributions négatives des facteurs susmentionnés en insistant sur leurs efforts continus pour diminuer les effets de l'anxiété de parler dans leurs salles de classe à fin de maintenir une atmosphère éducative agréable, centré sur l'efficacité de l'apprentissage.

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Chapter I:

General Introduction

Background of the Study

Statement of the Problem

Research Questions

Significance of the Study

General Introduction:

Language enthusiasm has never ceased to propel the humans' mind in a course of rummaging about their inclination and intrusiveness upon the entity of a language, its notoriety coupled with its innumerable breakthroughs.

Growing up, my enticement towards hearing the different melodious shifts of tongues at home, made my curiosity enlarged in prospects and magnified the angles of sight towards seeking to acquire unreluctantly about these languages; amongst them was, English. Through time, the journey had had miscellaneous counterparts. Initiating with; being a proficient language user to move aside to a collateral facet which was entitled under "anxiety". During university years, I've had my shares of constant fear of speaking up and out; owing to, my perfectionism traits as well as the disinterest in what was at that time, presented as a material to follow and study. Over time, the struggles aggravated, it altered to a chronic hesitation where which vocalizing my thoughts was, merely, infeasible.

In 2018, I found myself in a novel life role. I am no longer a student, I am the teacher now. The process of amalgamating the sets of subject matter's knowledge alongside with the liability that I should withhold; led me to reflect on alternative mindsets to be embedded so as to be predisposed to face my class and deliver the lessons efficiently. Across the academic year, between the chaos of curriculum completion, exploring learners' needs and styles; furthermore, to the inadequacy of local schools equipments and reliability, all framing distinctive schemes of what could be congruous or debilitating to the overall learning process. Following that, as the EFL field in Algeria is primarily abstracted with teaching English via the Communicative Approach; which is arguably incommensurate with the upright status. Thereupon, the existing guidelines on teaching English are firmly directed to furnish students with a pre-destined set of language knowledge to ace a final exam rather than equipping them with the compatible skills and competences for becoming efficient foreign language speakers. On this basis, numerous language issues emerge; among them, "Speaking Anxiety". As language learning is an intricate procedure, it underlies on the prominence of fundamentals of the affective domains equitably to the elements of the cognitive domains too (Brown, 1994). The latter, are associated with the human feelings and emotions involving; self esteem, empathy and introversion (Brown, 1994). In the current context, the aforementioned factors

may display a fortified language user or at worse, engender an indecisive speaker (Lightbown & Spada, 2006). To boot that up, language anxiety is referred to by Horwitz, (Horwitz and Cope, 1986) as an observable state of human behavioral and cognitive alternation prior to any learning stage. In classroom settings, learners may deter from expressing themselves in fear of committing linguistic inaccuracies under pretext of shielding their self-image. Therefore, embodying the muted mode which; would eventually create an anxious learner (Aydin, 2001).

Foreign language anxiety has been scrutinized in regards to multiple variables as motivation, gender and class participation (Zhanibek, 2001) or simultaneously is connected to the learner's language proficiency. This construct accounts for various phenomena that sadly, result in a low oral performance and invaluable achievements. For this specific motive, this study aims at investigating the students' and teachers' awareness of foreign language anxiety in high school classrooms (1) along with comprehending the nature and the sources of such a detrimental constituent (2). Also, the implications and suggested solutions for curbing FL anxiety besides the comprehensive support both students and teachers may benefit from (3).

Keywords: Language anxiety, foreign language speaking anxiety, English language, EFL in Algeria, affective factors, teachers' awareness, students' awareness.

Background of the Study:

Spielberger (1983) defined anxiety as “state anxiety is a transitory emotional state consisting of feelings of apprehension, and physiological sequelae such as an increased heart rate or respiration”. It is also related to the feeling of uneasiness, frustration, self-doubt and disquiet. Moreover, anxiety emerges as a response to an eminent threat which would result in physical and mental turbulences. The stimuli may differ according to the conditions and the perspectives (Michael W. Passer and Ronald E. Smith, 2004). Anxiety is generally linked to fear; however, fear is a natural alarm reaction to a current state of danger while anxiety refers to an upcoming event accompanied with feelings of restlessness and worrisome. Additionally, it may prevail to include: emotional components as: feelings of tension, physiological components as: blood pressure, sweaty palms and forehead as well as digestion disorders and behavioural responses as: a constant avoidance of any potential discomfort.

Pertaining to foreign language learning, (Brown 1994) discloses that anxiety occurs when it is connected to accomplishing a tangled task with the provoking thoughts of lacking the necessary aptitude to attain it. Thus, language learning is foremost the area of perplexed identities and personalities due to the learners' language deficiencies whether in general knowledge or specific skills in regards to English language performance and production. According to (Ying, 2008), language anxiety is caused by (1) personal and interpersonal factors, (2) teacher beliefs about language learning, (3) learner beliefs about language anxiety, (4) teacher-learner interactions, (5) classroom procedures and (6) language testing.

Language anxiety has occupied an immense body of research where its effects were measured through the medium of quantitative and qualitative methods. Questionnaires as the main instrument used for data collection through its pioneer Horwitz et al. (1986) who advanced the Foreign Language Classroom Anxiety Scale (FLCAS). It was fundamentally composed of three major components that are mostly to be encountered in any classroom: communication apprehension, test anxiety and fear of negative evaluation. Before attempting to understand language anxiety, we ought to define at first the concept of speaking as a productive skill; (Burns & Joyce, 1997) defines it as: an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are predominantly dependent on the context which occurs, including the participants themselves in their physical environment coupled with their purposes for speaking. It is often spontaneous, open ended, and evolving. In addition, speech is at times predictable relying on the language functions or patterns that are intertwined to certain discourse situations.

Speaking as specified by (Carter & Nunan, 2002) is fragmented into stages: conceptualization, articulation and self monitoring. First, the speaker arranges the speech in accordance with the existent speech situation and the types of discourse. Second, the speaker formulates coherent sentences and clear sound patterns. Next, the utterances are produced by speech and articulatory organs; to finally check and correct any possible mistakes by self-monitoring. The aforesaid processes require a higher grip of automaticity; hence, speaking anxiety is undeniably protruded.

Returning back to (Ying, 2008) factors of speech anxiety; more precisely in classrooms, they are elaborated as following: personal and interpersonal reasons which are showcased in self- criticism, self- assessment and self- comparison while interacting with peers or the teacher. It is mainly

demonstrated through their self-deprecating attitudes whenever they're prone to an unexpected observation upon a minimal or a perspicuous mistake (Aydin, 2001). Additionally, the self-evaluation is made upon their recurrent comparative behaviors to their peers within a classroom context; they may experience extreme low self-esteem in response to their language proficiency, their expected knowledge or their presence in a learning process. Generally speaking, they may fall in over-shadowing their existence by remaining silent and playing a passive role of a listener who is with time; labeled as an introvert. Another focal affective point that could create tension within learners' persona is class competition between a group of extroverted students, they exhibit higher rivalry tautness which may result in sudden outbursts, behavioral change that are subsidized with inscrutable perplexities (Bailey, 1983, Price, 1991). The ultimate point, was outlined by (Price, 1991) where he stated that the more the students had perfectionism tendencies, the more anxious they are towards themselves or their achievements. This thought was backed up by (Gregersen and Horwitz, 2002) in details to the perfectionist attitudes through which they display the over-achiever traits, self-sabotage, dissatisfaction and belittling their progress despite its grandeur.

The teachers' attitudes may foster or deter learners' progress both in short and long terms. They are commonly held accountable for creating a pleasant learning context or at other times, dragging the whole class downward. The teacher's personality is supplementary to the learner-teacher relationship and the established rapport, which are the vital facets that enable the easiness of mutual affective and effective contact that would gradually immunize the success of the learning process (Bekleyen, 2004, Cheng, 2005). In that prospect, the teachers' profiles and characters are a subject of a thorough analysis by which their behaviors and responses to learners' advances or withdrawals may manifest their anxiety.

The learners' beliefs have a pervasive detrimental impact on their adaptation to the learning environment. They often set unrealistic goals towards their accomplishment of any task; included, their oral language competence. For instance, they tend to postpone any communicative opportunities in fear of unforeseen shortcomings (Wilson, 2006). Over and above, the students' individual differences are overtly amongst the rationale on which foreign language learners experiment diversified levels of anxiety; particularly, one method may not necessarily have the same molded results on all students within the same condition. Unquestionably, language testing is speculated as a paramount feature in triggering anxiety rigorously, oral exams (Huang, 2004), namely, through the study revealed by (Wörde, 2003) showed that students felt anxious while

speaking in public or performing other classroom activities which require standing out and delivering a certain type of speech.

For a profound analogy on the other particles which are to entangle the speaking skills towards anxiety are: gender, motivation and the time of starting the language learning (Huang, 2004). He investigated the cases of speaking anxiety through his study in a Taiwanese context; he argued that his research findings concluded that female participants demonstrated more anxious traits in oral communication scopes than that of males' participants. The reasons may vary to cultural expectations of how are females perceived by the external environment to the unseen importance that they were given towards learning a foreign language. It also showed that learners with an antecedent language proficiency which might have commenced at a younger age, plays a significant role in supplying the learners with the subtle amount of both intrinsic and extrinsic motivation which would gradually invigorate their speaking variations.

Statement of the Problem:

In a local context, high school students are unfamiliar with the adequate foreign language proficiency assets. It is mainly due to countless reasons which are related optimally to the guiding principles the EFL field is entrenched with in Algeria. Historically, English language Teaching (ELT) has gone through multiple reforms since 2001 especially after its decline in the 1990's; through the various British and American programmes and scholarship opportunities granted by both the British Council and the American Embassy (Kamal Belmihoub, 2017). Going back to early 2000's, English language was included in the Algerian educational system at the level of middle school which was taught for four (4) years besides to three (3) more at the level of high school. Over time, the process of teaching English in Algeria consisted of exiguous syllabuses' designs coupled with devising new textbooks and accompanying documents. For the case of methodologies, the current approach which may be vastly incorporated by teachers for lesson planning and design is Competency Based Approach (CBA). As formerly mentioned, English is taught as a compulsory course starting from the first year at middle school; still, it is learned primarily for educational purposes so as to sit and pass a final exam at the end of each school term or academic year. Thus, it is commonly used in formal environments and there are insufficient communicative opportunities for off class use; subsequently, to historical and social obstacles. On the grounds of that, foreign language proficiency inside classrooms has a scarce production in

complements to the narrow conception of language learning which are composed of slight linguistic solid inputs. Therefore, this study aims at investigating the sources of foreign language proficiency in relation to its arising anxiety as well as teachers' and students' standpoints throughout this process.

Research Questions:

- 1- What is the nature and reasons of foreign language anxiety in Algerian high schools?
- 2- Are high school English teachers aware of the sources of their students speaking anxiety?
- 3- Are high school students aware of the motives behind their English speaking anxiety?

Subsidiary question:

- 4- Is foreign language proficiency the main source of the students speaking anxiety?

Significance of the Study:

The present work strives at investigating the nature of foreign language speaking anxiety among the Algerian high school students. Besides, it seeks to supply a thorough literature with the ordained data around the issue of foreign language proficiency with the lineal relevance to speaking anxiety. For a further matter, this study aims at exploring the teachers' awareness towards their learners' speaking difficulties, to question the possible variables which would principally inhibit their speaking performances as well as inquesting the efficacy of their teaching methods, techniques and approaches together with other disparate impediments. Despite the measureless pre-existent research made upon the issue of foreign language anxiety; this study endeavours at broadening the profound incentives of foreign language anxiety; specifically, with high school students as a sample of the targeted audience and the Algerian high school as a field of investigation. Conclusively, it may contribute to the findings by pivotal evidence behind the anxiety's sources and the possible implications which would assist primarily teachers and educators in the field of ELT in Algeria when administering anxiety at different proficiency levels with FL learners; in conjunction with imparting the requisite solutions.

Chapter II: Literature Review

Introduction

1. Definition of Anxiety

2. Types of Anxiety

3. Foreign Language Anxiety

4.1. Speaking As a Source of Anxiety

4.2. Communicative Competence:

- ✓ Grammatical Competence***
- ✓ Discourse Competence***
- ✓ Socio- Linguistic Competence***
- ✓ Strategic Competence***

5. Other Factors/ Sources of Foreign Language Anxiety

5.1. Personal Factors

5.2. Psychological and Surroundings Factors

6. Learners' Beliefs

7. Foreign Language Issues in Algeria:

8. Teachers' Attitudes

9. Teaching and Testing Procedures

10. Gender, Learning Motives and Language Starting Time

Conclusion

Introduction:

The present research study is pinpointed to inquire the relationship between learners' primary speaking anxiety reasons and their reference to their own awareness as well as to the one of their teachers. Hence, the following chapter reviews the literature on speaking anxiety in three fragments. The first fragment is affiliated with the definitions of speaking anxiety and its types. The second fragment is oriented to foreign language anxiety. The third fragment scrutinizes foreign language anxiety in parallel with reviewing and discussing its sources and factors.

1. Definition of Anxiety:

Due to the complex and innumerable conceptions manifested to the issue of anxiety, it has been defined as an emotional reaction to a sort of threat in regards to a certain potency that the speaker holds to his viability as a personality. (May, 1997, cited in Bekleyen, 2004, p. 50) In another definition by (Spielberger, 1983, cited in Horwitz et al. P. 27) it is the peculiar feeling of tension, apprehension, nervousness and worry coalesced with the arousal of the automatic nervous system. Correspondingly, it is viewed as a multidimensional of self- perceptions, beliefs and behaviours related to foreign language classroom learning (Horwitz, Horwitz and Cope (1986 & 1991). Commonly, anxiety is elucidated as a psychological or physiological state resulting from physical, emotional, behavioural and cognitive factors that a speaker may display during any oral performance. As (Hilgard, Atkinson and Atkinson (1983) define it as a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object. Furthermore, the functionality of anxiety is interdependent to the speaker's personality and character trait, for instance, introverted individuals find it gruelling and laborious to engage in verbal conversations unlike those of extroverted tendencies (Brown, Robson & Rosenkjar, 2001).

As definitions of anxiety vary, so are its symptoms. Anxiety is eminently perspicuous via some external indicators such as hesitation, verbal staggering, perspiration, increased heartbeat, confusion, tension, inconsistent speech, and so on. In some cases, they seem to shake, choke and to some extent lose psychological and physical control, hence; anxiety instigates participatory inhibition. In FL classroom, students with higher anxiety attacks are more likely to exhibit some loss of confidence and isolate themselves from those who are constantly participating. (Liu and

Jackson (2008) located an indicative correlation between students FL anxiety and their unwillingness to communicate.

All in all, anxiety is dissected as nuisance or distress to the mind by reason of fear of danger that threatens the person day-to-day matters. It is more imaginative and it dominates the way individuals perceive their work, studies, people, and daily activities in the different aspects of life. Ehrman (1996) states that these demeanours related to the individuals' are the unfavourable evaluations of their performances, which will eventually; inhibit their tasks completion's improvement, their speaking and exams effectuation as well.

2. Types of Anxiety:

Horwitz had classified anxiety into three divergent categories: Trait Anxiety, State Anxiety and Situation-Specific Anxiety. Starting with, "Trait Anxiety", it is bonded to a rapid and permanent behaviour or feeling of tenseness that is in a way or another; a part of the speaker's personality. Equivalently, it has also been presented as the individual's proneness to react to every given situation (Philips, 1992). This field of investigation has revealed that trait anxiety affects negatively people's memory and other cognitive features (MacIntyre & Gardner, 1991). Additionally, "State Anxiety" is explained to be as a sentiment of fearfulness and fidgetiness conflicted by the speaker at a specific period of time under a set of stimuli and incidences. Young, (1991) emphasizes that it is not a permanent feature, and it is a reaction that is triggered by the conditions of a particular situation. However, Aydın (2001) denoted a massive correlation between state and trait anxiety, insinuating that people with trait anxiety are more susceptible to state anxiety. Regardless, (MacIntyre and Gardner (1991) state that people may have the same trait anxiety scores but their reactions may be different according to the existing situations. Specifically, they have illustrated two cases of trait anxiety with disparate contexts, the two conditions were written tests and unannounced social incidents. The findings were unforeseen; the first participant didn't experience anxiety while completing the written work, nevertheless; it was troublesome for him to enrol in social gatherings. On the other hand, the second participant excelled in public meets but was highly frustrated through written tests. The subsequent type is, "Situation- Specific Anxiety"; it is identified by the imbalanced vexation, agitation and disturbance towards a particular phenomenon or situation of an oral performance (Wang, 1998). In the case of language learning, situation specific anxiety refers to the apprehension caused by learners' inadequate knowledge of language (MacIntyre & Gardner, 1991). Foreign language anxiety is reckoned to be situation specific anxiety since in the process of language learning is

where situation specific anxiety recurs constantly whilst the learner attempts to use the language. Public speaking, participating in class activities and written exams are all subjects of excessive situation specific anxiety stimulation (Zhanibek, 2001).

3. Foreign Language Anxiety:

Foreign language learning has perpetually been burdensome for language learners due to the target language changes, varieties and complex structures. Despite their excellence in other types of learning, still; they have an anxiety reaction towards a comprehensive language acquisition (Horwitz et al., 1991). It is presumed that learners' techniques, behaviours and learning styles are either facilitative or debilitating. Hence, they tend to be overwhelmed by their desire for an instant progress otherwise, it may result in anxiety. On top of that, the issue of foreign language anxiety has laid a controversial ground on the factual reasons behind its incentives. Some scholars claim that poor language skills are the direct source to stimulating anxiety whereas some others argue that anxiety has an enormous effect on obstructing the overall language acquisition process. As an analogy, (Horwitz, 2001) declared that anxiety is the fundamental cause for deterring the language learning. Horwitz conferred that foreign language learning predisposes of a set of risk taking attitudes where which some learners may find it hectic in pretext that their social- self image may be damaged. Consequently, learners cease to make any efforts in regards to their language learning in fears of making mistakes which would lead in time to language apprehension behaviours. For the same reason, he had identified three major types of anxieties that learners may possess according to their emotional, behavioural and cognitive reactions: Communication apprehension, fear of negative evaluation and test anxiety.

Communication apprehension is chiefly intertwined to the extreme worry that learners develop in their oral performance instances. Moreover, it is interconnected to the nature that evolves between L1 and L2, primarily; the dominant factor to such retaliation is mostly related to the speaker's personality traits, mentioning: shyness, taciturnity and reservation. (Daly, 1991) demonstrated that the genetic background may have an inevitable impact on the language learners' communication by either fortifying their speaking abilities or dwelling in the shadows of social interchanges panic. Similarly, (Aydin, 2001) stated that positive reinforcement towards the individual's oral production is a major support to overcoming communication apprehension. Arguably, she disclosed that the more we tend to reinforce any individual's utterances positively,

the most likely for them to progress their language acquisition and vice versa. Research has exhibited that children who were discouraged from oral communication or were instantly blocked when making language inaccuracies; suffer the most from verbal networking issues. In the same way, (Tanveer, 2007) discussed that learners who were bashed by their teachers amidst of any classroom conversation, ultimately; their fear of making linguistic errors will worsen. In the same highlight, classroom competitiveness between peers has showcased loftier rates of communication apprehension resulting in immense discourse retrieval.

Fear of negative evaluation is embodied through individuals anguish about others perception towards their oral performances; they view that their verbal communication is continually under people's magnifying lenses. In such a way, foreign language learners doubt their linguistic competence by halting themselves of any possible future communicative improvements only in concernment of their extrinsic social image (Aydin, 2001). Several studies were conducted on similar topics, (Ohata, 2005) investigated the essential causes of Japanese students English language communication withdrawal, the findings showed that the circumstances and the external classroom atmosphere were deteriorating their self- belonging and confidence. Some other participants displayed physical outcomes as sweats, heart poundings as well as mental and verbal blockages.

Test anxiety is manifested via learners' precedented negative results in regards to their upcoming test performance (Horwitz et al.1991). Test anxiety is segmented to four stages: test anticipation, test preparation, the test taking stage and test reaction (Covington, 1985, cited in Aydin, 2001). Initially, students proceed to evaluate their current preparation skills, their existing knowledge with reference to the subject and test level of difficulty. Gradually, they predict their chances of success or failure, therefore; they'd start feeling anxious. In the coming phase, they start by setting unreasonable goals with perfectionism tendencies for test preparation. The latter influence the efficiency of the process, which; would eventually ensue in their feeling of incompetence. During the test taking phase, they feel an ascendant amount of irritation and impediments due to anxiety that would sooner be explicit in their test results.

4. Speaking As a Source of Anxiety:

Speaking as a productive skill shares some characteristics with writing, yet; differs in its nature as well as the grammatical, lexical and discourse patterns. These criteria determine speaking not only as an effective productive skill, but also as an interactive skill. (Carter & Nunan, 2002).

As aforementioned (in the background of the study section), from a psycholinguistic view, speaking undergoes numerous stages in the brain which in other terms; may be analyzed through an information processing model that was developed by Levelt (1989), and it has four main steps: conceptualization, formulation, articulation and self-monitoring. Starting with conceptualization, it refers to the pre-speaking phase where the speakers arrange their utterances; by lining up the background knowledge to the topic of speech besides the surrounding conditions. In formulation, the speakers place an advanced attention to the convenient linguistic forms (words and phrases) by linking them to the equitable grammatical markers (affixes, articles, auxiliaries). Coming next is articulation, here; the speakers enunciate a variety of words by means of the articulatory organs. In the last stage, the speakers examine their speech and self monitor their corrections too. So as to successfully complete these stages, automaticity is the turning point factor where L2 speakers tend to receive some difficulties at the level of their verbal articulations, thus; automaticity smoothen the process and construct an understandable output. (Carter & Nunan, 2002).

4.1. Communicative Competence:

Shumin (1997) states that; in order for foreign language speakers to communicate proficiently, it is favourably requisite to extend their communicative competence. It is predominantly defined by the capability to “convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, 1994, p. 227). By analyzing the rudiments of communicative competence, the speaker is enabled to pinpoint the significant components of L2 mastery that at most times appear to be confounding. Communicative competence is outlined by four other types of competences: grammatical competence, discourse competence, socio-linguistic competence and strategic competence.

- ✓ ***Grammatical Competence:*** refers to the learner’s command of an array of grammatical constituents such as morphology, syntax, vocabulary and mechanics (Shumin, 1997). In regards to speaking, mechanics is associated to the sounds, pronunciation, intonation and

stress patterns of a certain language (Scarcella & Oxford, 1992, cited in Shumin, 1997). Needless to say, grammatical competence is vital since it assists learners with the crucial linguistic assets which will enable them to communicate accurately and, in time, fluently. Substantially, it would furnish them with responses to the following perplexities: What words do I use? How do I put them into phrases and sentences?.

- ✓ ***Discourse Competence:*** deals with a set of familiarities that learners possess to aptly and coherently convey messages (Brown, 1994). Namely, the speaker is required to refer to different aspects of time whether in the present or the past. It also considers elaborating on the causes of some happenings along with establishing comparisons between some given matters; i.e to logically and purposefully bind the parts of speech through utilizing a wide range of discourse markers (Shumin, 1997).

- ✓ ***Socio- linguistic Competence:*** is related to the learners' knowledge and ability to engage in social contexts conversations or communications by selecting the appropriate language features for a comprehensible interaction (Brown, 1994). In the same highlight, learners' public interactivity relies pertinently upon the setting, the topic, and the relationships between the people participating and interacting (Brown, 1994).

- ✓ ***Strategic Competence:*** is chiefly meant with the readability and preparedness of the speakers to longer maintain a conversation flowing despite their linguistic deficiencies. Along the way with that, learners are favourably called for opting some definite strategies to overcome any future interactional straits. They may be outlined in their mental reflections before involving in a verbal contact. In conjunction with that, they ought to make the congruent space for any prospective oral interchanges. At the same rate, speakers are obligated to withhold to their opinions respectfully, and are presumed to ensure the same with others (Brown, 1994). Supplementary, it may also revolve around the idea of how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about it in context.

Other speaking barriers and setbacks are instrumented in what is called “on-line nature of speaking”; it's visualized in the linear influx of speakers' intercommunications (Bozatlı, 2003, p. 11). On account of the speaking performances that learners adhere to; time bound interactions

increase the risk of making mistakes i.e when learners are unable to self- monitor their speech errors, other listeners won't generate the uttered meanings, hence; the communication process is ambiguous.

The oncoming attribute is inseparably associated to speaking; that is listening. Whilst conversing, interlocutors take turns as both speaker and listeners; they reciprocate thoughts and questions (Feng, 2007). In this prospect, some difficulties may arise where listeners astray from the core of the current conversation; which would eventually catalyse a breach in the comprehensibility of the actual speech (Bozatlı, 2003). Progressively, the complexity of the communicative competence as well as its exigency; intercept learners from partaking in any sort of communication in fright of being misunderstood. From a psychological perspective, foreign language learners' capacity to process information and output is limited (Tanveer, 2007). This implies that learners cannot focus on processing boundless amounts of information in the same manner (Lighthown & Spada, 2006). By time, it would engender in speech frustration and anxiety due to their insufficient linguistic knowledge and aptitude combined with their self-sabotaging evaluations.

5. Other Factors/ Sources of Foreign Language Anxiety:

A part from foreign language linguistic competence deficiencies, literature has abundantly enclosed other factors incorporating to the arousal and emergence of foreign language anxiety. Affective factors have displayed a critical amount of impact on the proficiency of second or foreign language learners. Under the same umbrella, researchers on psycholinguistics have tackled this issue by including the cognitive, mental, emotional and even the surrounding atmosphere of language learning. (Brown, 1974; Gardner, 1978; Krashen, 1985; Horwitz et al., 1986; McIntyre and Gardner, 1989) diverted the attention to the role of affective variables in learning and teaching foreign languages. Affective factors are deemed as both prompts and deterrents altering foreign language learning. Horwitz et al. (1986) observed that the determinants manipulating foreign language learning are not solely attributed to cognitive abilities for it has also to do with emotion. Emotions, as noted by Williams and Burden (1997), must therefore be accounted as an integral segment of learning, and must be also involved in the teaching and learning process. This orientation towards the "affective domain" is influenced by

humanistic education which takes into consideration that learning is affected by how students feel about themselves and is also concerned with educating the whole person, considering both the intellectual and the emotional dimensions. On the other hand, Krashen developed the Affective Filter Hypothesis which stipulates that a number of affective variables play a role in second language acquisition. He observed that anxiety if high is considered as “an affective filter” or a “mental block”; that correlates negatively and prevents input from reaching the language acquisition device” (Krashen, 1985, p. 100). In other words, when the filter is high it obstructs success in the second language, whereas; when it’s low, the language learning process becomes smoother and effective. Understanding the nature together with the sources of foreign language anxiety; assists on gaining more insights and suggests methods on how to deal with it.

5.1. Personal Factors:

Personal reasons are the learners’ self- assessment abilities and peers self- comparison attributes. They usually evaluate their performances and potency in regards to others either positively or negatively. Price (1991) disclosed that learners’ repellent self- estimations lead to the emersion of anxiety. However, if the learners’ self- evaluation is favourable, some significant foreign language proficiency is evolved (MacIntyre, Gardner, & Clément, 1997). With the proviso to speaking, self- assessment ability refers foremost to the learners’ self- perception while interacting verbally with others. The vision that the individual forms about their performance is either relieving or anxiety- provoking (Kitano, 2001). MacIntyre et al. (1997) conducted a study on the outcomes of language anxiety on the learners’ self- discernment tendencies in response to their aggregate speaking abilities. The participants were requested to complete a modified language anxiety scale, the form encompassed of some productive and receptive skills activities in French where they were examined and rated by three bilingual experts. The findings demonstrated that learners with higher anxiety triggers have deficiently performed their tests, and conclusively assessed their competence negatively.

In a classroom context, self- comparison is illustrated in learners’ competitive behaviours opposed to each other (Aydın, 2001). These combative attitudes are stirred once learners notice that their language skills are flawed, increasingly, they compete with their peers with very insignificant knowledge about the subject. Eventually, the learners’ self image becomes fragile and unregulated resulting in anxiety. Yan and Horwitz (2008) carried out an investigation on how language anxiety proliferate the overall language learning. The majority of the partakers

declared that they compared their language aptitudes to those of their peers. For instance, one participant reported that:

“When we are doing some exercises, I would feel that others get more things right than I do, and for example, when the teachers are saying something ... Others are more fluent than I am. When I am talking, I am nervous and stuttering. The difference is obvious” (Yan & Horwitz, 2008, p. 166).

A number of studies toward a foreign language anxiety elucidate that unwillingness of anxious learners to participate in speaking activities is related to their tendency to underestimate themselves and perceive that other learners are better. Such perception leads them to be afraid of poor performance or inappropriate and incorrect responses in front of their classmates to avoid negative evaluation (Suleimenova, 2012). For instance, a research conducted by Tsiplakides and Keramida (2009) toward fifteen students in the third grade of lower secondary school in Greece found that two factors leading to English language speaking anxiety are fear of negative evaluation from their peers and lack of confidence toward their ability compared to their peers. In addition, a study by Ozturk and Gurbuz (2014) investigating speaking anxiety among Turkish EFL learners found that most students consider that speaking is an anxiety-provoking factor in English classroom. The participants of the study also reported that they become more anxious when they have to give a speech and are required to answer a question immediately.

5.2. Psychological and Surroundings Factors:

For constructive and effectual language learning, learners must be equipped with an array of both intrinsic and extrinsic inducements and conditions. Conjointly, they entail an inclusive number of learning opportunities for them to say what they think or feel and to experiment language learning in a supportive atmosphere without feeling threatened (Willis, 1996). The following section outlines the most common facets of language anxiety that learners may indicate:

Motivation:

Motivation is defined by Cheery (2015) as "the process that initiates, pilots, and maintains goal-oriented behaviours; "Motivation is what fosters us to perform, whether it is getting a glass of water to quench thirst or reading a book to gain knowledge." According to (Littlewood, 1981), the development of communicative skills can only occur if learners have the motivation and opportunity to express their own unique personality to the general population surrounding them.

During their EFL studies, each student has a distinct level of anxiety. Students' attitudes toward the learning process are influenced by their decision to learn English in this context. Students' determination to study English is characterized by two main components, as per Trang et al. (2012): students' consciousness of the usefulness of learning English and their voluntary control. In this scope of this analysis, it was indicated that students with higher levels of awareness and a strong desire to study English were able to sustain their motivation and overcome fear in order to meet these challenges of learning the language. As a result, commencing English class by informing students about the usefulness of learning English is critical to supporting students' strong drive to learn. (Trang et al., 2012).

Confidence:

Confidence "certainty" is a mental and social marvel in which a human evaluates himself or her own capability and self based on specific traits, which may create numerous excited feelings, and which appears to be formatively stable but is nonetheless subject to modification depending on individual circumstances (Nofsinger, 2001). Furthermore, it is "An attitude of approbation or disapproval that reflects the proportion to which an individual perceives himself to be capable, relevant, successful, and deserving," notes Brown (1994). In view of these ramifications, it is critical to be vigilant with students' self-esteem in the language classroom. This, however, implies beyond just executing arbitrary activities to get students to think about their worth and competency (Schumann, 1994). Adelaide Heyde evaluated the influence of confidence on performance of oral production tasks by American college students, according to (Brown, 1994). The observations demonstrated a positive association. As a result, self-esteem appears to be one of the determinants of second language acquisition success. Confidence, on the other hand, is not a stand-alone variable; it is intertwined with a multitude of other personality traits.

Mother-tongue/ L1 Interference:

(Harmer, 1991) proposes that learners employ their mother tongue in class for a myriad of purposes. First, when students receive some information about a subject, they are linguistically unqualified to discuss it in a foreign language. Another argument is that conversing in someone's native tongue is a standard procedure to transmit the needed message. Similarly, if instructors do not encourage students to use the target language, consequently; they may exclusively utilize their native language to communicate with others. Finally, when teachers communicate the students' first language on a regular basis, students will feel more secure using it. Learners are

expected to have higher levels of FL anxiety in monolingual FL contexts where FL has no real-world application or utility. In such a situation, the classroom is the only place where learners might practice FL, but paradoxically, they evince little eagerness for reaping the benefits of that restricted chance, preferring to linger in their L1. Along with its impracticality outside of class, they find interacting in FL stressful. In Saudi Arabia, for example, regardless of the fact that English as a foreign language is becoming more mainstream, it is still infrequently used in social situations.

Shyness:

Some shy students, according to (Bowen, 2005), are quiet by nature. In this condition, the learners are not very confident and tend to be shy because speaking English in front of their friends and teacher is quite daunting to them. Likewise, (Saurik,2011) identifies that the majority of English students are nervous when speaking the language because they are worried about making mistakes. They also fear being ridiculed by their peers. Students' shyness is their perception of their own actual abilities, according to the results of this study. In this sense, they are frightened of being laughed at by their peers because of their poor command of the English language.

Perfectionist tendency:

Learning anxiety is caused by the perfectionist tendencies of both teachers and students. Many classroom settings necessitate faultless responses from students, which stir up anxiety among them (Hashemi, 2011). Apart from demanding perfect classroom responses, other factors that exert pressure on a teacher encompass assignments, tight schedules, obligations to meet certain course requirements, and producing a better overall test score for the entire class. This pressure is automatically forwarded on to the students. Students, on the other hand, are agitated and apprehensive as a result of their emphasis on absolute precision in order to earn exceptional exam scores.

Personality traits:

Extrovert or introvert personality traits play a pivotal impact in FL anxiety. Experts in the field of psycholinguistics have indeed been drawn to this extrovert-introvert dichotomy. Extroverts tend to engage, socialize, and take risks by habit. They are apathetic by the opinions and judgments of others. Introverts, on the other hand, avoid debate and socialization, opting instead

to alienate themselves from others. Introverts experience more FL anxiety than extroverts, according to studies by Brown, Robson, and Rosenkjar (2001).

Classroom environment:

In the classroom, there must be a peaceful, comfortable, and motivating environment, and the teachers must bear the primary responsibility for this. They must provide a healthy and friendly atmosphere in the class (Zheng, 2008). In the classroom, there may be a body of norms, and students may potentially affect the rules. Teachers' considerate and attentive approaches, simple yet effective presentation methods, intriguing and engaging activities, and so on may all collaborate to alleviate students' nervousness. Demands in the classroom, such as daily tasks, assignments, and quizzes, might be selected depending on the learners' substantial needs and abilities. Instead of separate work and presentations, cooperative learning could be implemented since working in a group relieves individual stress and enhances a sense of worth, which enables the students to overcome fear and gain confidence in the long run. Nevertheless, working in a group empowers students to find latent potential and cultivate mutual respect for one another.

Cultural background:

When learners' socio-cultural backgrounds have been removed from the target language's cultural foundation, it is said to increase anxiety. Horwitz (2001) underscored the importance of retaining cultural differences in mind during classroom practice since they can induce anxiety among students. Ohata (2005), for instance, evaluated FL anxiety in a Japanese context and concluded that Japanese societal beliefs or assumptions influence their learners' emotional difficulties in perspective to English learning anxiety. Japanese people are reluctant and very much unassertive, while expressing their thoughts and this has culturally formed a tendency which appears to promote anxiety in their exchanges with their classmates and others. Mohamed and Omer (2000) emphasize the Arabs' implicit mode of communication, in which speakers anticipate others to comprehend the underlying message of their speech. Communication apprehension is typified by worry and concern in establishing communication with people. This non-expressive, subliminal, and introvert manner may pave the road to communication apprehension.

Strict classroom environment:

The strict formal classroom setting is a prominent source of anxiety (Hashemi, 2011), which has a deleterious effect on students' motivation and contributes to anguish. In FL classrooms, if the teacher is incredibly severe and condemning, it may trigger learning anxiety (Samimy, 1994; & Aida, 1994, as cited in Lucas, Miraflores and Go, 2011). Students seek a pleasant and cooperative response and feedback from their teachers rather than a harsh and non-cooperative approach from their lecturers. According to Palacios (1998), teachers' unsupportive attitudes, lack of sympathy, and lack of time for individual attention make it more difficult for students to cope with FL classroom settings, resulting in a higher level of FL learning anxiety. Teachers' unusual techniques of error correction, interaction, and other classroom procedural challenges, according to Young (1994), may exacerbate learners' FL anxiety.

Giving feedback:

Delivering feedback is a common task for teachers, and the nature of feedback can adversely affect students' motivation and performance. It can either diminish anxiety. It is recommended that the teachers' feedback be constructive and encouraging at all times. Whenever correcting blunders, teachers should instead correct those that the students will recognize and be careful to circumvent in their next endeavour. Ascertain that making mistakes is an inevitable part of the learning process and not a sign of failure (Elkhafaifi, 2005). Teachers should encourage students not to shame or mock their classmates for committing errors since it is a natural learned behaviour. Providing assessment as a group rather than individually can be advantageous, and if individual input is requested, teachers can do it during their counselling hours so that students do not stress losing face in front of others. Aside from teachers' attitudes and the institutional policies, learning and teaching framework must be malleable and inspiring. Overburdening students with schoolwork, extracurricular projects, and increased expectations is intended to be kept to a minimum. To deal with learners' fear in general and FL anxiety in particular, parental participation can be formulated and executed. It is more fundamental in foreign language classrooms to have a style of integration and cooperation between instructors, parents, and education officials in order to produce a suitable and encouraging educational environment.

6. Learners' Beliefs:

Learners' personal vision and beliefs towards foreign language learning frame their readiness or recession in respect to their mastery of the language over time. Some students believe that prioritising a certain language skill over another is the key to perfect their language proficiency. For example, some learners accentuated on importance to the grammatical structures than pronunciation while some others presume that reading and writing are more crucial (Ohata 2005). Research revealed that learners begin their foreign language learning with distinct rationale. (Wang, 1998) conducted a study on Chinese students; the investigation unveiled that many participants viewed that learning English had medium difficulty, others declared that they lacked the required language aptitude that is in its turn; an imperative task to attain. The third party affiliated that it was mandatory for them to be in contact with English native speakers so as a means to accomplish holistic language proficiency.

Another idea which surfaced within the literature that learners tend to amplify their own thoughts upon the language rather than what they're veritably able to perform and acquire. (Cheng, 2001) examined the relationship between learners self-efficacy and giftedness. The findings showed that anxious learners with low self-efficacy conceived that successful language learners are those who are gifted with an enormous linguistic qualification.

7. Foreign Language Issues in Algeria:

In Algeria, the scenario is different. Foreign language learning stands on a plethora of facets on which learners perceive its prominence distinctively. At the early stages of both second or foreign language acquisition, learners may find it difficult to assimilate the target language to that of L1. The learning gap is due to the lack of a cultural conformation, learners are mainly studying a set of abstract concepts, rules and structures that are purely decontextualised. Furthermore, their exposure to any foreign language components is merely exhibited through movies or some songs. However, the development of language skills is neglected owing to the massive shortage in school equipments as libraries or foreign language clubs. Subsequently, learners grow to learn that foreign language learning is only concerned with scoring well and pass an exam. They may also argue that learning a language doesn't take place in their daily life, hence; practising or speaking the language out of classroom context is insignificant. On another spectrum, learners highly believe in the supremacy of other subjects that belong to the scientific arena; claiming that language learning is of a shallow future implication. This standpoint is

extremely seconded by some parents and the plenary household attitudes, precisely; language learning is placed in a secondary position.

8. Teachers' Attitudes:

Teachers' roles and manners during lessons delivery are either detrimental or advantageous. To comment on that, research studies uncovered that teachers' attitudes and methods of error correction may promote to anxiety (Aydın, 2001; Bekleyen, 2004). Errors are a generic part of the language learning process, yet; the way they are located and corrected may, in a way or another, induce learners' self-assuredness as well as their motivation in language learning by the terms teachers' feedback was presented (positive or negative). (Williams & Burden, 1997, cited in Aydın, 2001). For further explanation, strict and formal classroom environment coupled with the teacher's judgmental and rigid observations aggrandise learners' anxiety. (Samimy, 1994; & Aida, 1994, as cited in Lucas, Miraflores and Go, 2011). On top of that, teachers' non-cooperative and unsupportive approaches accompanied by their lack of sympathy and time for individual attention result in lesson negligence which would increasingly lead to higher anxiety rates.

Teachers' profile and knowledge of the subject matter along with their willingness to provide relentlessly to their learners by engaging in congruent discussions, ameliorating both of their communication and teaching styles are viewed as eminent fundamentals to reduce speaking anxiety. However, Aydın (2001) disclosed that teachers' interruption to correct the learners' mistakes played a significant concern in arousing their classroom distress, she enclosed the following statements by two participants who exclusively featured an expanded anxiousness attributes:

“I don't like speaking classes because the teacher interrupts while I am speaking and corrects my mistakes. Then I forget what to say next therefore I don't understand my mistake. When I am interrupted I don't want to talk anymore”.

“In speaking classes, if the teacher interrupts to correct my mistakes or to ask what I mean, I get confused, and forget everything I know “(Aydın, 2001, p. 103)

Another argument that is concurrently invoked is established upon teachers' positive and negative reinforcement techniques. Bekleyen (2004) stated that if the teachers constantly balance their assessments by praising, regulating and leveraging the flow of learners' oral performances;

students will most likely consider their foreign language learning legitimately. On the same aspect, learners repeatedly divulge that teachers' appraisal tactics are consistently in favour to successful learners at the expense of those with slower progress. At the same manner, the teacher-student and student-student relationship was notably adhering the learners from indulging in adequate learning and speaking opportunities. The following statement approves that:

“I think some teachers classify the students into two groups: successful and unsuccessful. If you are unsuccessful, they look at you rather scornfully”. (Bekleyen, 2004, p. 55)

9. Teaching and Testing Procedures:

During speaking classes, learners are familiarised with multiple speaking activities as role plays, pair work and oral presentations. Research has continuously stated that learners feel a certain amount of inquietude whenever they are prone to a bustle speaking performance in front of their teachers and classmates (Aydın, 2001; Woodrow, 2006; Young, 1991). The agitation that learners experience is principally the result of “the feeling of conspicuousness and fear of negative evaluation” (Aydın, 2001, p. 111). Additionally, learners expressed their nervousness while being called on by the teachers (Wörde, 2003). It was also reported that learners had a rough time coping with the typology of speaking activities and techniques which they described them to be anxiety inflation tasks. Their ideal speaking class was the one that maximized the settings of a comfortable pair and group work atmosphere with no individual or disruptive nominations.

As attested by Aydın (2001) study, she surveyed learners' reactions on classroom speaking tasks. She found that they were categorized into two sects; slightly and highly anxious students. Both groups have elaborated their views upon their disquiet in oral presentations, however, their concerns varied. Whilst the slightly anxious students indicated their worries about advanced language competences as fluency, the highly anxious felt the inability to publicly express themselves or to face an audience.

Learners generally set unrealistic expectations in regards to their language learning process. They often lack the essential preparation skills when sitting for a test. They eventually become loaded with unbearable amounts of fearfulness and nervousness reactions to their upcoming test results (Aydın, 2001; Ohata, 2005a). Test anxiety is defined as “the type of performance anxiety

resulting from a fear of failure in an academic evaluation setting” (Horwitz, et al, 1986, p.127). In the same regards, Covington (1985) assembled four phases that include how test anxiety is engendered:

1- Test anticipation: During this phase, students presume their success or failure probabilities according to their surface-level assessment, they make this judgment upon their prior experience with similar tests, their envisions of the test difficulty, their desired test scores and importance. Therefore, they decide whether the pending test is an affordable “challenge” or an ominous “threat”.

2- Test preparation: learners are prone to experience some blended feelings, expectations and cognitions about the efficiency of the forthcoming test. They invariably tend to idealize their test performance to perfection or else, it’s a failure. The insecurities that learners eventuate with would at worse; aggravate their anxiousness tendencies.

3- Test taking: While sitting for test, learners are fluctuated with countless apprehensive feelings, internal emotional disruptions and tensions combined with extreme physical discomfort.

4- Test reaction: In the final stage, learners’ fears or hopes are either confirmed or disconfirmed in proportion to the results of their test performance. Thereupon, foreign language fidgetiness is foremost procreated by oral testing and passive social evaluation.

10. Gender, Learning Motives and Language Starting Time:

The literature had further signalled alternative variables that precipitate foreign language anxiety. Gender, learning motives and the language starting time are paramount parameters that enhance or devitalize their progress (Batumlu & Erden, 2007; Dalkılıç, 2001; Huang, 2004; Wilson, 2006). In a study by Huang (2004), he inspected the relationship between the aforesaid factors and the learners’ foreign language proficiency in a Taiwanese context. The findings were inconceivable where which female participants displayed uptight and dismaying sentiments towards any verbal presentations, they have also withdrawn themselves from classroom discussions arguing that they felt embarrassed whenever they had to speak in public in fear of making mistakes, being the centre of attention or for being corrected by the teacher or a classmate.

On the other hand, foreign language learning is constantly correlated to certain incentives. Some learners feel the necessity of acquiring a foreign language for occupational purposes, some others enjoy the process of learning a novel language as well as creating a cross-cultural exchange, in the same perspective, a reversed category feels the obligation to learn a foreign language despite their unwillingness and unreadiness to abide to it. Equivalently, it was reported that the language starting time had massively incorporated in the learners' conceptualizations of their learning process. The results revealed that students who have been exposed to foreign language education at a very young age had manifested a great deal of language aptitude, whereas, those who had been acquainted with it at a later stage were the most anxious. It was arguably supported by the claim that foreign language assimilation, teaching styles, curriculum involvement along with individual learning styles were not the core prominence of their current context learning principles.

Conclusion:

Throughout the literature review, foreign language anxiety alongside its origins and sources were highlighted as well as its outcomes on the learning process, the learner's achievements and performances. As the sources varied from psychological to personal, and from language competences to teaching and testing procedural patterns; an overall derivation was constructed upon whether foreign language proficiency is conveniently and skilfully enacted or it perpetually solicits an expansive examination for gauging the disparities.

The subsequent study aims at profoundly delving in the issue of foreign language anxiety compound with students' and teachers' attitudes and realizations towards it. This following chapter is devoted to establishing the methodology of the research, the setting, participants, instruments and the procedures of data collection.

Chapter III: Methodology

Introduction

1. The setting and participants

2. Instruments

2.1. The questionnaires

2.2. The interviews

3. The Foreign Language Speaking Anxiety Scale (FLSAS)

Conclusion

Introduction:

The following research is a case study which aims at examining the level and potential sources of foreign language speaking anxiety in parallel with the learners' and teachers' general awareness of the presented phenomena. This study was conducted to prospect the following research questions:

- 1- What is the nature and reasons of foreign language anxiety in Algerian high schools?
- 2- Are high school English teachers aware of the sources of their students speaking anxiety?
- 3- Are high school students aware of the motives behind their English speaking anxiety?

Subsidiary question:

- 4- Is foreign language proficiency the main source of the students speaking anxiety?

In the chapter below, detailed information about the setting and the participants, the instruments and the procedures for data collection and analysis were outlined.

1. The setting and participants:

The study was carried out at November 1st, 1954 Secondary School with three groups of students in spring 2021/2022. The overall number of students was 55 whose ages range between 15 to 18. They belonged to different grades and streams. The first group was "1st year scientific stream" of 16 students (11 females and 5 males). The following group is in the same level "1st year literary stream" of 22 students (16 females and 6 males). The final group is "2nd year foreign languages stream" of 17 students (13 females and 4 males). The level of this sample of students varies in ratio; they're mainly beginners to elementary levels (A1). On the same level, 7 high school teachers of English took part in answering the interviews. Their experience in EFL extended between 5 to 8 years of in service teaching.

2. Instruments:

This research is a mixed method case study that encompasses of both quantitative and qualitative data instruments. It's termed as a sequential explanatory research since it used a two-phase design, featuring quantitative data obtained first and qualitative data collected afterwards. The intent is to use the qualitative findings to further explain and interpret the quantifiable information (Ivankova,

et al., 2006). This investigation is sometimes alluded to as a case study. A case study, according to Yin (2009), is an empirical research that probes into a current phenomenon in depth and within its real-life context, especially when the lines between phenomenon and context are blurred. To be more specific, this study looks into the case of a group of secondary school students who take the English language as subject in accordance to the Algerian educational system. In tandem with that, high school teachers of English language have incorporated in the investigation of foreign language anxiety emergence and reasons within their classroom context.

2.1. Questionnaires:

The fifty five students involved as participants in this research were selected using cluster random sampling technique. Horwitz et al. (1986) developed a revised version of the Foreign Language Classroom Anxiety Scale (FLCAS), which was used in this study. This questionnaire contained 17 items that covered the majority of the potential causes of foreign language speaking anxiety. The students had to choose the options that best matched their points of view. The survey was graded on a Likert scale that ranged from strongly agree to strongly disagree. For ranking the primary causes of students' foreign language speaking anxiety, the frequency of the students' replies to the questionnaire items were counted. In order to prevent misunderstanding and increase the reliability of the study, an Arabic translation of the questionnaire was administered and later distributed to the students.

2.2. Interviews:

As provision for a meticulous analysis on the sources of foreign language classroom anxiety, seven teachers partook in a semi-structured interview sample for an exhaustive data elaboration. Prior to interview submission and conduct, the researcher had prepared 10 questions centralizing on the teachers' teaching procedures in reference to the speaking skill, their observations upon learners' oral performances altogether with their techniques or methods of feedback and error correction. Simultaneously, they were interrogated about their general knowledge and awareness pertaining to foreign language anxiety and its symptoms within learners' verbal interactions. On the same prospect, they were queried upon the significance of the teacher-student and student-student relationship as well as its compelling outcomes. In the final round, the participants were questioned on the students' possible ongoing academic performances outcomes proportionate to foreign language anxiety; all merged to their methods and techniques to minimizing their effects.

3. The Foreign Language Speaking Anxiety Scale (FLSAS)

The FLCAS (Foreign Language Classroom Anxiety Scale) has been utilized in a number of studies to ascertain the anxiety level of a group of language learners, and it has been shown to be very reliable (Horwitz et al, 1986; Young, 1986; Aida, 1994) and similar to many other researchers who used the translated version of the FLCAS (Cheng, et al, 1999 and Tallon, 2009). The Foreign Language Speaking Anxiety Scale (FLSAS), established by Huang (2004), was altered to fit the needs of the current study in order to assess the level of speaking anxiety. There were two sections to the original scale. The participants' personal information was obtained in the first portion. The participants were asked to answer five questions about their grade, stream and gender. The following question was about their inclination to the delivered English session flocked to their willingness to study English outside of the classroom context. The scale's second section included statements about speaking anxiety.

Conclusion:

The setting and participants, instruments, and data collection and analysis methodologies were all described in this chapter. The retrieved data will be presented and examined in the subsequent chapter.

CHAPTER IV: Findings' Discussions and Conclusions

Overview of the Study

1. Findings and Discussions

- ✓ What is the nature and reasons of foreign language anxiety in Algerian high schools?
- ✓ Are high school English teachers aware of the sources of their students speaking anxiety?
- ✓ Are high school students aware of the motives behind their English speaking anxiety?
- ✓ Is foreign language proficiency the main source of the students speaking anxiety?

a- Questionnaires Discussions

b- Interviews Discussions

2. Pedagogical Implications

3. Limitations of the Study

Conclusion

Overview of the Study:

As this study aims at investigating the nature and sources of foreign language anxiety in the Algerian context, the following research questions are to be covered in the chapter below:

- ✓ What is the nature and reasons of foreign language anxiety in Algerian high schools?
- ✓ Are high school English teachers aware of the sources of their students speaking anxiety?
- ✓ Are high school students aware of the motives behind their English speaking anxiety?
- ✓ Is foreign language proficiency the main source of the students speaking anxiety?

In this specified inspection, three groups of students were enlisted. All of the groups were from the same high school, but they were in various grades and levels. The total number of students was 55, including 22 students in the first year literary stream, 15 in the first year scientific stream, and 17 in the foreign language stream.

To acquire the necessary information for this study, two sets of data were utilized. The FLSA Scale, which was disseminated to all participants in a questionnaire form, was used to collect the first set of data. The second set of data was gathered through interviews with seven English teachers from high schools across the country.

This chapter presents the findings that were obtained from the analysis of these data sets. Ultimately, the research results will be discussed supplementary with the three research questions corollary.

1. Findings and Discussions:

a- Questionnaires Discussions:

Inaugurating the discussions by addressing the first research question:

1- What is the nature and reasons of foreign language anxiety in Algerian high schools?

Precursive to the statements above, the 55 students filled in and effectuated the questionnaire form. Upon the transformation of students' responses into percentages, both "strongly agree" and "agree" answers were combined together to gain a global degree of agreement. Respectively, the answers "strongly disagree" and "disagree" were equivalently attuned to secure and overall measure of disagreement. On the same angle, the answers labelled with "not sure" were represented separately since they only represent a small amount of indecisiveness towards the concept of anxiety that is experienced in foreign language speaking.

After the responses from the respondents have been analyzed and interpreted, the findings indicated that the majority of students reported the speaking course frequently provokes their tenseness and apprehension feelings (items 1, 3). As seen in table 1, 45% of the participants enclosed that they experienced anxiety while speaking n English as well as in classroom oral interactions, they have also outlined the leading factors for the arousal of similar discomfort, meanwhile; 40% of the respondents stated that they rarely sensed any anxiousness. This primary finding elucidates that the difference between both states are quite proximate and lineal among the three groups of learners. The synoptic analysis of the relationship between the nature and the sources of foreign language anxiety in Algerian high school mutate according to the given learning situation coupled with learners' readability to proceed further on their language acquisition. Among the indicated results, foreign language speaking anxiety was chiefly manipulated by learners' feelings of worry, self- doubt, esteem and confidence attributes that will be further examined alongside with their items in the upcoming sequences.

| No. Students | Experienced Anxiety | Didn't experience Anxiety | Showed Indecisiveness | Total |
|---------------------|----------------------------|----------------------------------|------------------------------|--------------|
| 55 | 45% | 40% | 15% | 100% |

Table 1: Foreign Language Speaking Anxiety Overall percentages

For a panoramic examination of the nature and the reasons that trigger foreign language anxiety, three major determinants surfaced as significant causes encompassing of a plethora of factors: fear of negative evaluation and making mistakes, limited language knowledge and task and test anxiety. In table 2, the results of the overarching percentages of students' responses to the administered questionnaire are outlined by showcasing that the fear of negative evaluation along the way with the apprehension of committing mistakes are the detrimental indicators of 81% and 75% of ratio among students' prevalent responses. Coming next, language insufficient mastery was ranked with 70% of the overall recurrent responses, while task and test anxiety exhibited 25% of degree; where it was mainly related to a situation specific alteration of the anxiousness feelings amidst learners' ongoing experiences. The following table portrays the predominant components:

| Statements | Percentage | Rank |
|---|-------------------|-------------|
| 1. Fear of making mistakes. | 81% | 1 |
| 2. Fear of being negatively evaluated. | 75% | 2 |
| 3. Limited language knowledge (vocabulary). | 70% | 3 |
| 4. Lack of practice. | 66% | 4 |
| 5. Fear of being the centre of attention. | 63% | 5 |
| 6. Inability to find proper words to express ideas. | 58% | 6 |
| 7. Lack of self confidence. | 53% | 7 |
| 8. Low English proficiency. | 47% | 8 |
| 9. Inadequate grammatical knowledge. | 44% | 9 |
| 10. Lack of preparation. | 38% | 10 |
| 11. Fear of being laughed at. | 35% | 11 |
| 12. Eagerness or desire to speak English fluently. | 30% | 12 |
| 13. Personality. | 27% | 13 |
| 14. Difficulty of task. | 25% | 14 |
| 15. Poor memory. | 21% | 15 |
| 16. Lack of familiarity with the activity type. | 18% | 16 |
| 17. Lack of familiarity with the environment. | 12% | 17 |
| 18. Inability to express oneself. | 10% | 18 |

Table 2: Major causes of foreign language anxiety

Incipiently, the majority of students proceeded to answering the handed questionnaire by their subjective propensity towards enjoying the in-class English lesson, while their responses on whether they preferred studying or learning it out-class varied between their consistent interest alongside their in and out relationship with the English language continual learning.

For a thorough explanation of table 2 according to each class, it was noticed that several factors brought about foreign language anxiety in the first year literary stream class. The impact of these factors has led the learners to avoid speaking in English, 68% of students reported that they repeatedly had worries and fears of committing oral mistakes, they referred that their inability to express themselves which was of 20% was primarily related to their previous foreign language learning experiences while at middle school. 55% of students continuously insisted that their withdrawal from negotiating language patterns was due to their shyness and lack of confidence.

The next portion of students (75%), have explicitly declared that their foreign language issues are directed to their scarce and limited language knowledge diverting it to their exit profile from middle school. As it is already known, middle schools' curriculum of English in Algeria is padded with enormous and overlapping language learning points which would eventually equip learners with very low language proficiency while passing to high schools. Respectively, 40% of learners expressed that their low English proficiency was essentially imputed to the overwhelming amount of grammar lessons that inhibited their language competence and grammatical knowledge.

On the other hand, 70% of students announced that their retractility from speaking was precipitated by their fear of negative evaluation by their teachers stressing upon the manners that teachers provide feedback. Their speaking passive retreat is also due to their intrinsic personal impediments where they feel constantly the urge to compare their progress and productions to those of their peers. The aforementioned factor is largely accounted on the learners' personality type, around 30% of students disclosed that they have introverted tendencies which hamper their ability to be present in the oral communication aspects of their classroom. The following pie chart exhibits the percentages evidently:

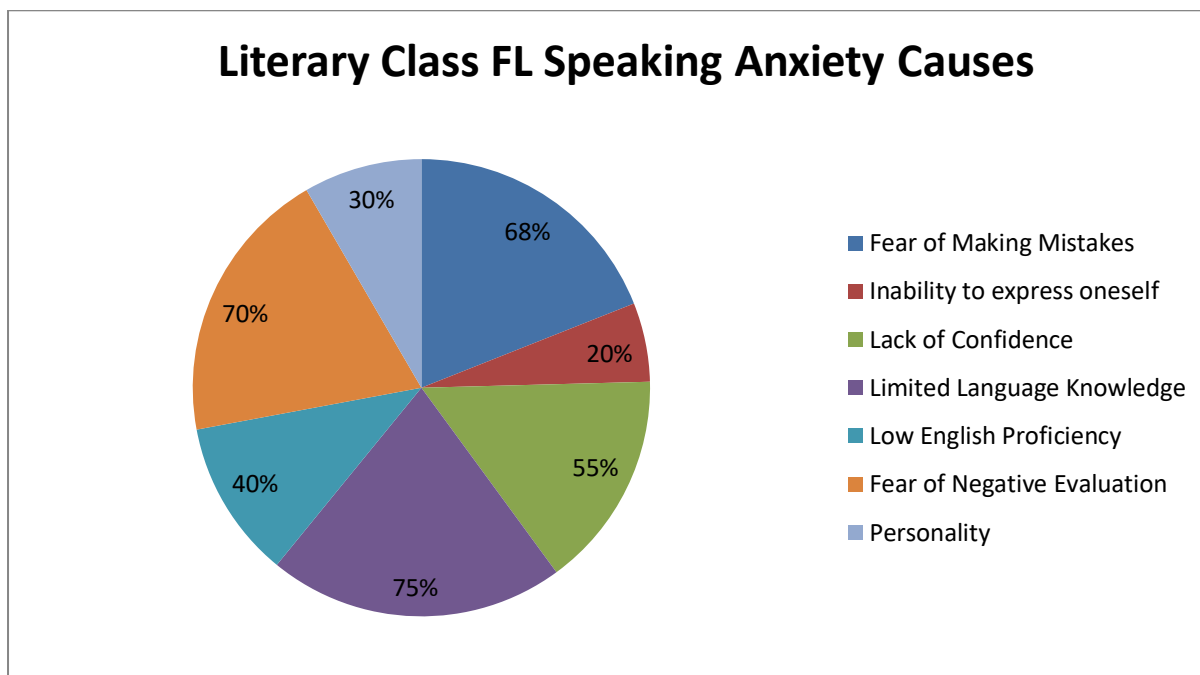


Figure 1: The Percentages of Foreign Language Speaking Anxiety of Literary Class

For the scientific stream class, the underlying fundamentals of foreign language speaking anxiety were quite incompatible to those of literary stream. The overriding factor was mutualised in which it was recurrently proportionate to the fear of making mistakes by 70%, the students have expressed their profound distress while speaking in English arguing that they feel nervous when they don't possess the correct answer. By the same token, 60% of students stated that the lack of English language speaking practice whether in or out of classroom is a major instigator of their language oral incompetence. They coordinated the former reason to their fear of being the centre of attention with 55% of the overall responses matched to a concernment about their social image and anxiousness of being laughed at by their peers with 27% of ratio.

62% of learners have expressed their discomfort of any verbal interaction in the classroom due to their anticipated teacher's evaluation, they haven't clearly stated that it was a repetitive procedure, rather, they felt in committing spoken inaccuracies would inevitably draw their teacher's attention to them by negatively evaluating their performances. Furthermore, 25% of learners have expressed their disinterest in learning English in pretext that they were constantly marginalised throughout their middle school education. Hence, their inclination and desire to learn the language has gradually

decreased over time to only focus all their attention on the scientific subjects. In the same prospect, students have argued that they viewed no significance in learning any foreign language; simply, as the world necessitate an excellence in the subjects related to their future needs and accomplishments as science, mathematics, physics, etc...

On another aspect, limited language knowledge in both grammar and vocabulary has illustrated critical percentages. 75% have expressed their deep agony towards their inability to grasp and generate meaning of any language points or functions that they learn since they are unfamiliar to their current level of English. Unquestionably, some learners pointed out their initial foreign language aptitudes are still extremely basic; that's why, it's gruelling to them to follow up accurately and effectively within their novel learning. It was further noticed that 20% of students have connected their language tardiness and deficiency their lack of familiarity with the activity type which would ultimately result in finding every task to be difficult to comprehend and solve. 17% of students have exposed an alternative reason to their foreign language anxiety, it was promptly directed to their mental and cognitive processes, they've argued that it was convoluted to mobilise their thoughts and later remember them while conversing. The conclusive factor that was observed within this class was associated to the learners' lack of familiarity with their environment, in this case, their classroom surroundings. 10% of students have expressed their alienation tendencies and the feeling of non- belonging to their atmosphere as well as their unrelatedness to their peers. The following pie chart displays the findings rigorously:

Scientific Class FL Speaking Anxiety Causes

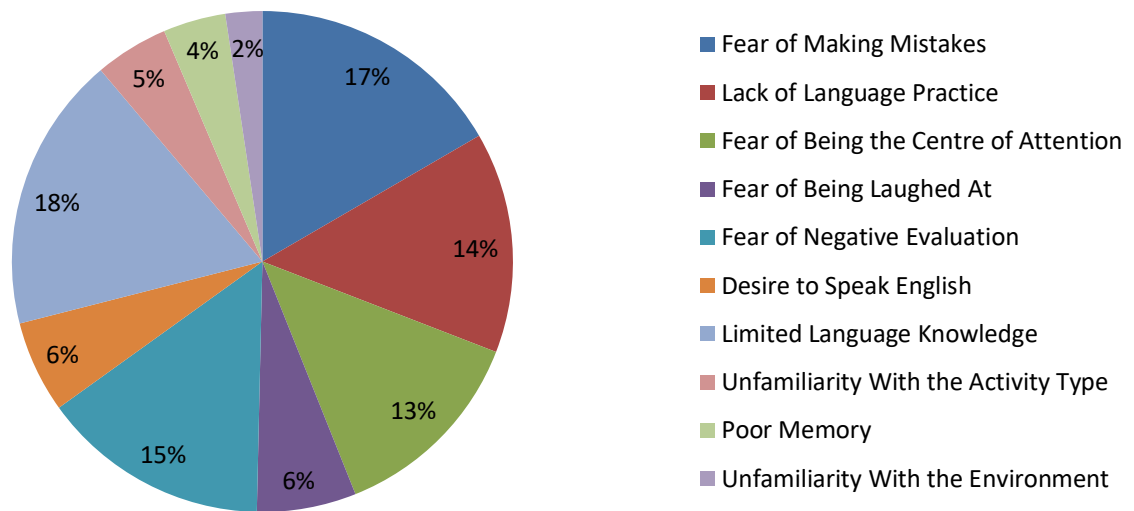


Figure 2: The Percentages of Foreign Language Speaking Anxiety of the Scientific Class

In the conclusive part of these findings' analyses, the second year foreign languages stream class has showcased impressive interpretations about their relationship with learning the English language and the anxiety that emancipates its flow. 80% of students disclosed that they feel at ease while speaking in English in their classroom and that they rarely sense any nervousness whether they are prepared with the correct answers or not. On the same basis, 75% of learners have expressed their eagerness and strong desire to speak English fluently. Following up, 55% of students declared that they enjoy the English sessions when they tackle and discuss a variety of topics upon their interests, similarly, 57% of the participants expressed that they feel special in the English sessions because they get countless opportunities to share their opinions and express themselves freely and loudly claiming that they don't have congruent spaces in their daily life. On the other hand, 10% of the overall participants claimed that they sometimes fear the negative evaluation as well as the feedback manners conveyed by the teacher. Moreover, 15% of learners felt that they don't possess the adequate linguistic competence which may conflict sometimes their efforts to result in a sort of dismay. In the same context, very few of the questioned students recorded they fear making mistakes or speaking in a foreign language. The profile of foreign languages stream class tends to favour the learning of the English language due to their inclination to it, therefore;

they feel confident about their existence within the language. The collected data are transcribed in the following chart:

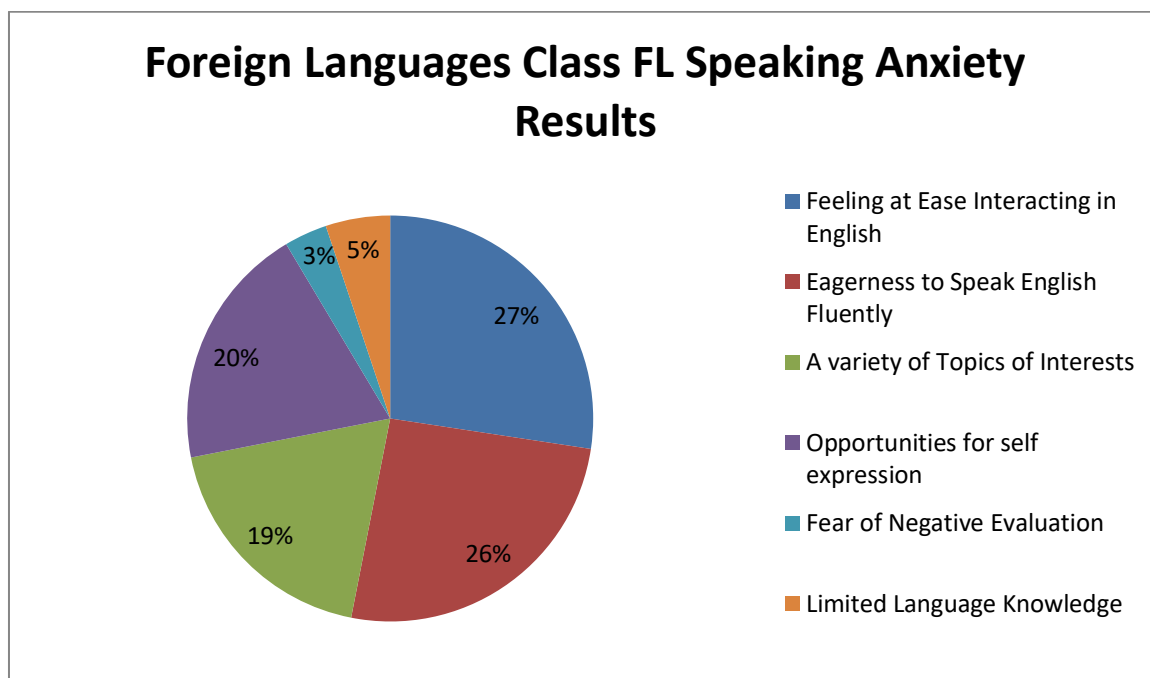


Figure 3: The Percentages of Foreign Language Speaking Anxiety in Foreign Languages Class.

In the following phase, a thorough assessment will cover the results of the three selected classes to generate their final scores in comparison to their level of foreign language speaking anxiety. As it was observed and later ascertained, there were miscellaneous characteristics in terms of foreign language anxiety between the first years literary and scientific classes in addition to the second year foreign languages stream class. The analogy was juxtaposed between literary and scientific classes. They both commonly had increased percentages of 77% regarding their fear of committing mistakes besides their apprehension towards the teachers' negative evaluation upon that. In light of these two anxiety triggers, it is clear now that the learners are aware of the reasons behind their retreat of any classroom oral interactions, precisely; they mentioned their deep fright upon the possibility of being called on to answer orally in front of the teacher and other students and that they felt embarrassed with their pulses rapidly pounding or stuttering and losing their flow of ideas. Foreign language proficiency was constantly brought to surface of 43% of ratio; where the learners expressed that the most detrimental reason for their speaking anxiety was connected to their impotent

language mastery. Equivalently, they specified that they felt afraid when they didn't understand what was the teacher saying or the task instruction seemed to be ambiguous. Besides, learners have argued that former English learning experiences were divided into two extremes; either by the teachers' excessive use of the English language in the classroom with no assimilation to their current lingual repertoire or to the extravagant use of the Arabic language for over explanation with no meticulous bandwidth to that of the English context.

Additionally, 30% of literary stream students have expressed that they feel shy with low self-confidence and esteem amidst interacting verbally in their classroom, it was foremost related to their personality traits and their inability to express oneself, however; in the scientific class it was an amalgamation of many factors resulting in their anxiousness as their fear of being laughed at bound with their distress of being the centre of their classroom attention. Compared to the literary class, the scientific class displayed their unwillingness and indifference towards learning or speaking in English due to its uninteresting importance in their lives or for their future careers. Nonetheless, it was observed that learners have frequently stated that they take the English class only for scoring and maintaining an overall intact school record. For an alternative aspect, a considerable amount of students have expressed their irrelevance with their classroom environment which affects initially and directly in their language learning process unlike to the literary students profile. Unlike the abovementioned classes, the second year foreign languages stream were extremely positive to their learning of the English language, 70% revealed that they felt its importance in their first year and they were more inclined and excited to enrol in the foreign languages stream since they felt it was an incredible opportunity for them to concentrate better on their languages learning enthusiasm. Hence, the motivation factor was the leading reason for their constant desire to ameliorate their linguistic and communicative competence of the language. it was reportedly viewed that they experienced easiness and comfort while conversing in English arguing that whenever they switch to speaking it, they feel seen, understood and free to express their minds, specifically; with the numberless of interesting topics of discussions and the granted opportunities of vocalising their thoughts. For a final scope, they expressed that their self- confidence was largely formulated thanks to their teacher's guidance and efforts and to the methods or the approaches which math their future aspirations and needs. The following table displays the dissemblance of the findings according to their sources and percentages between the three classes:

| Sources of FL Speaking Anxiety | N.O Items | Literary Stream Class | Scientific Stream Class | Foreign Languages Stream Class |
|--------------------------------|----------------|-----------------------|-------------------------|--------------------------------|
| Fear of Making Mistakes | 1, 2, 3, 8, 10 | 60% | 65% | 19% |
| Fear of Negative Evaluation | 9, 15 | 55% | 59% | 15% |
| Foreign Language Proficiency | 4, 5, 6, 9, 11 | 63% | 70% | 30% |
| Low Self Esteem/ Confidence | 12 | 57% | 65% | 12% |
| Fear of Perceptions of Others | 7, 13 | 50% | 55% | 12% |
| Classroom Environment | 14, 16 | 35% | 40% | 5% |
| Activity Type and Instruction | 17 | 25% | 30% | 2% |

Table 3: An Overall Comparison of the Factors Correlating Negatively to FL Speaking Anxiety

b- Interviews:

Learning a foreign language has always been dependent on the type of education you receive combined with the competence of the teacher or tutor in charge. Thus, the factors contributing to either the success or the failure of the learning process are continuously related primarily to the teachers' aptitudes, methodologies and methods of imparting rigorously this knowledge. For this specific motive, seven teachers were invited to respond to a semi-structured interview to further explore the sources of foreign language speaking anxiety in their classrooms as well as testing their holistic cognizance on this targeted issue. This final chapter of data analyses is directed to answer to the research question that is: are high school teachers aware of the sources of their students' speaking anxiety?

The participants provided relatively similar answers to some general and direct questions while there were some variations in other aspects of their own understandings towards the subject matter coupled with their experience with it. The teachers' responses can be classified into sub-concepts related to terminologies discussed in the previous chapters.

a- Field Experience and Classroom Teaching Styles:

The seven teachers' in service experience was between 5 to 8 years of in class teaching. As a response to the first question that regarded their usual estimated timing assigned to the speaking skill activities, the answers varied in notions. One (1) teacher indicated that they would dedicate 10 minutes for a post listening phase activity, four (4) other teachers reported that the speaking stage is generally allotted 20 to 30 minutes by dividing the class into groups of participants organised for different sessions so that more oral communication chances are equally granted between the students. One (1) teacher claimed that they assigned the speaking tasks according to the lesson focus, hence; no specific timing is given. Whereas, for the last teacher (1), they argued that they incorporate oral speaking activities whenever it is accessible during any phase of the lesson delivery. For the third question that was aimed at describing their learners attitudes while performing in English in their classrooms, all the teachers agreed upon the students arising difficulties and complications prone to any possibility of a verbal interaction due to numerous reasons that were formerly analyzed as: insufficient preparation, lack of self- esteem and confidence and the fear of perception by their peers within the classroom context. They supported that by stating the following:

“Few students express themselves comfortably. Most refuse to speak at all and even when they do, they stop mid- sentence either because they find it embarrassing or they just can't find the right words.”

“Speaking is their worst nightmare, especially in the first sessions but then things get better a bit.

The majority feel anxious when called out to perform even if they are well prepared, they still do not have enough confidence to convey their opinion during speech.”

Other teachers insisted on the learners' limited language knowledge whether considering their coherent grammatical structures or the accurate use of their vocabulary inputs. Ultimately, these factors inhibit the students from approaching to a set of promising interactional exchanges and turn them to be hesitant and unable to take part of their language learning.

“They love the language and feel excited learning it, yet; they find it a bit difficult to produce words and most of them hesitate because of that”

The final question in this rubric was administered towards the teachers' classroom teaching styles by interrogating them about their manners of giving feedback upon students' oral productions. Their answers were analogously similar in trends depending on their own flexible approaches as teachers to providing feedback. It was accorded between them that they'd prefer to listen to their learner's productions without interruption since the lesson intent is to allow students to freely express themselves with no restrictions given to any part of language points or functions, unless; learners requested an immediate error correction. Pedagogically, feedback is given through countless strands in account of the lesson focus as well as the phase by instantaneous or a delayed feedback by opting several steps and manners to it. Two (2) teachers have stipulated that they don't correct their grammatical mistakes on the spot but they write them down to address them in a later phase of the lesson. One (1) teacher mentioned that they give feedback upon the students' speaking performances when the lesson is at the presentation phase where mistakes must be remedied before becoming errors. Whereas, the last teacher accosted that they correct learners' verbal utterances only when necessary. They mentioned the following:

“I let them finish and I state again what they said while emphasising on the words they have said wrong or mispronounced, usually without telling them that they have answered wrongly. However, excellent students tend to be the ones asking for feedback so I make sure to address all their mistakes/errors.”

“I usually focus on the content of their speech and take down their grammatical mistakes then we correct them together.”

“If it is in the presentation phase I give immediate feedback but if we are at the performance phase I wait until they finish and they give feedback about what they have done well and what they can improve”

“I rarely do so, I prefer letting them speak freely instead of chasing their mistakes. I only correct them when it is necessary.”

b- Teachers' Awareness towards the Triggers of FLSA in their Classrooms:

In this phase, the teachers were asked about their understanding as well as their consciousness in regards to the factors conflicting learners oral productions. Five (5) teachers have exhibited an exhaustive knowledge about the sources provoking English speaking anxiety in their classrooms, their answers revolved around learner's apparent shyness symptoms, lack of confidence, their deficient foreign language proficiency coupled with their inability of expressing oneself. Moreover, it was reported that learners tend to switch to their mother tongue when they lose the thread of their ideas or the required linguistic output to perform in such situations. In the same prospects, they experience glossophobia which is related to their own thoughts about their peers perception during the speaking lesson, precisely; they don't like to come off as very nerdy or language show offs. On the other aspect, two (2) teachers have illustrated that they are unfamiliar with the exact reasons accumulating and creating foreign language distress and nervousness in their regular lessons.

“The fear of speaking in front of their classmates i.e (glossophobia). Fearing judgements and sounding too nerdy.”

“1- shyness 2- lack of confidence 3- lack of a good preparation 4- fear to face an audience 5- not having a good English 6- not being able to express thoughts and ideas clearly.”

The upcoming question was about the teachers' observations of physical, mental and emotional effects on their speaking performances. Most teachers agreed about some common sequels of turbulences as their palpable self- doubt resulting in addressing any oral communication in Arabic claiming that they don't feel they know how to insinuate similarly in English. It was also arguable by them to concretise what's solely abstract in their minds into either written or spoken words. For the physical aspect, it was noticeable that learners exhibited various corporeal instances of extreme discomfort as their posture altogether with an unstable body language, they also may lose their breath or their voices when they face a silent audience that would ultimately result in their lack of motivation.

“Having self doubt. Lack of confidence. Sometimes, they refuse to answer and switch to their mother tongue and say they do know the answer but they just can't articulate the words in their minds.”

“I notice their discomfort displayed in their posture and body language, blushing, squeaky and trembling voice, shaking hands and short breaths.”

c- Teachers' Knowledge about FLSA and its Outcomes on Students' Academic Performances:

In this rubric, the teachers were questioned upon their general familiarity with the concept of foreign language anxiety to examine their likelihood of detecting any future encounters with the discussed issue jointly to the foreseeable outcomes on the learners' academic accomplishments. Four (4) teachers have displayed their attentiveness in terms of the most commonly known determinants of foreign language speaking anxiety commenting that it is frequently manifested in learners avoiding eye contact, fidgeting and using filler words as (uum, euuh). It was repeatedly mentioned that the main apparent slideshow was in their discomfort to make any performances in English to result later in their retreat. One (1) teacher found it that it was somehow a tricky process to uncover every student's triggers of anxiety, while; the two (2) other teachers expressed their insufficient knowledge with reference to speaking anxiety predominantly.

“Avoiding eye contact. Fidgeting. Laughing. Rumbling incoherent sentences (waffling). Using too much filler words (umm, ehh). Flushing and shaking.”

For the next question that scrutinised the expected impacts of speaking anxiety on learners' future aspirations, teachers provided various answers according to their own comprehension or insights of what could debilitate or facilitate for them the process of pursuing remarkable future careers. It was reported that teachers view students with high self- confidence rates achieving better even if they speak with broken English and inadequate preparation however their courage enables them to make better impressions than those with an excellent command of the language but they are self- insecure about their social image conjoint to their fear of making mistakes. These factors are related to what was formerly brought about as the perfectionist tendencies that some learners opt for in response to their imaginative overview on how perfect they shall sound and seem in the public eye. Progressively, perfectionist students deprive themselves of auspicious learning opportunities only to be lost to their high sensibility.

“Usually, students with anxiety are not courageous enough to perform and prefer to be left alone even when they have a good level and are well prepared, them not trying to perform lowers their chances to learn and enhance their English. Contrary to students who do not suffer from speaking anxiety, they perform confidently even with a broken English and a humble preparation which helps them learn and improve their language, speaking skills and self-confidence.”

d- Teacher-Student & Student-Student Classroom Relationship and the Use of Strategies for Minimizing FLSA:

For the final scope of this analogy, the questioned teachers have elaborated positively on their rapport with their learners by considering it a pivotal element that paved the way to the success of the overall learning process. The seven (7) teachers outlined fruitful incorporation in their pursuit to maintain an amicable but assertive atmosphere so as to reduce any possible triggers of anxiousness within the students' daily intercommunications. Furthermore, they stated that valuing learners' participation patterns were of an immersive factor that aids them to ameliorate their future performances. They have also concentrated upon teachers' attitudes of creating a carefree environment instead of a strict with teacher-centered tendencies of classroom management. On top of that, another teacher disclosed that learners' attitudes towards the importance of the language as well as its learning are also key concepts to simplifying the foreign language acquisition.

“It is absolutely a key to provide a supportive environment in the classroom. Valuing participation more, then accuracy and showing tolerance to mistakes are necessary to keeping the students engaged and interested in the lessons.”

“Yes, it is a success and hindrance. If they teacher is really strict and doesn't tolerate mistakes, students will always be afraid of participating.”

“To be honest it depends on the classroom environment. If the majority are serious and have an average to a good level in English, anxiety is reduced whereas in classes where the majority are slow learners and trouble makers, I find myself fighting a different battle.”

For the ultimate question, teachers have explicitly provided outstanding thoughts upon their utilized techniques that contribute to the reduction of foreign language speaking anxiety in their classrooms. One (1) teacher emphasised on the importance of sensitising and raising learners' awareness towards their mental health issues and the authenticated ways to addressing and dealing with them. It was also highlighted that teachers ought to permit learners to freely express themselves along with asking language related questions even if they are out of the lesson context. Another teacher mentioned that it wasn't granted for them to use novel strategies but they incorporated in repairing for instance their body language through modelling. Two (2) teachers have insisted on the significance of creating a motivating atmosphere where mistakes are tolerated and the learners are encouraged to be themselves. The other four (4) teachers have mentioned that teachers must design their lessons to include all the

learners levels within their classrooms bearing in mind their learning styles and interests for their foreign language enhancement.

“Educating students about mental health with education psychology, allowing them to express themselves and not to stick to the lesson plan framework only, but; to foster their creativity. I personally allow my students to ask me about random words they collect from internet or movies at anytime.”

“I have not used any specific strategy I just use method depending on the students'. If they lack body language for example I would draw their attention to that by modelling it myself.”

“Provide a comfortable motivating atmosphere inside the classroom

Provide different speaking activities that target all the classroom levels

Make the class funny and interesting by involving them in different speaking activities

The teacher should let his students know that making mistakes is a normal thing and they shouldn't be hard on themselves.”

“The first and most important step is to make students feel at ease and mistakes are new opportunities to learn.

Secondly, brainstorming the ideas of the speaking task

Thirdly, I usually guide them to organise their thoughts using diagrams

When it comes to performing, I tell them that they are next to perform so that they get the time to prepare themselves mentally and emotionally.”

2- Pedagogical Implications:

In light of the findings of this study, instructors should be aware that learners, regardless of their competence in an EFL environment, experience various levels of foreign language speaking anxiety. Some suggestions can be offered in terms of the potential adverse affects of anxiety on students' learning processes. They are outlined as follow:

- ❖ Creating a pleasant atmosphere in the classroom and inspiring students to speak English by removing competitiveness and perfectionism, addressing students by their first names, and inserting humour, laughter or jokes in the lessons' delivery.
- ❖ Learners should be encouraged to participate in spoken tasks and supplied with positive feedback in a relaxed classroom setting where the instructor acts as a facilitator and courteous way. Positive attitude is important in language learning since the participants in this study felt it to be less anxiety-provoking.
- ❖ Assuring learners that making mistakes is a natural part of learning and that mastering the language and becoming fluent in English takes time. Because some students appear to be afraid of making mistakes, teachers should highlight that mistakes are an inevitable aspect of language learning. Instead of randomly assigning students to oral tasks, promote volunteer participation because some students may be hesitant to speak the language out until they are certain that their answer is correct. Knowing that most students reported feeling less anxious after getting to know their classmates, promoting pair and group work activities can help students get to know one another and so lessen anxiety induced by fear of negative evaluation.
- ❖ More open-ended display questions than referential inquiries, encouraging group work, differentiating expectations for various students (asking different questions based on their competence levels), and more recasting for error correction
- ❖ Allowing students to hold discussions in smaller groups rather than in front of the entire class.
- ❖ Encourage kids to practice and communicate with their peers and families outside of the classroom.
- ❖ Giving students constructive feedback and encouraging words and rewards helps boost their confidence in public speaking.
- ❖ Incorporating simple and easy-to-understand classroom speaking activities so that all participants can practice and speak without trouble.

- ❖ Before beginning the speaking session, present and write new vocabulary linked with the topic the class is discussing on the board so that the students are familiar with it.
- ❖ Avoiding negative error correction and student shaming.
- ❖ Indirectly correcting students' errors while they talk. When indirectly correcting a pupil's spelling or pronunciation flaws, for example, the teacher can repeat what the student stated using the correct spelling or correctly pronouncing the words. This can assist the student in seeing his mistake without having to point it out directly.
- ❖ Including games in the classroom that the students enjoy (for example, role plays).
- ❖ Instead of sitting in rows, have students sit in a circle.
- ❖ Allowing students to wander around the classroom and work in groups, as well as create projects and presentations outside of the classroom,
- ❖ Provided that some students compare their speaking abilities to those of others, it proves to be a promising idea to give special attention to treating students fairly and giving appreciation to both the brighter and slower students. This may assist them to gain confidence in themselves and not to overestimate the capabilities of others. Furthermore, educators should not accentuate the classroom's competitive nature.

3- Limitations of the study:

Due to time constraints, just a few students from November 1st, 1954 Secondary School took part in the study. Noting that most classes are broken into two groups due to the COVID19 scenario in Algeria, the conclusions may differ from one group to the next despite having the same profile. As a result, a more comprehensive understanding of the extent and sources of speaking anxiety, as well as the relationship between anxiety and L2 proficiency, could have been gained. The use of the questionnaire resulted in further constraints. According to Dörnyei (2007), questionnaires are excellent for gathering information from a large number of people in a short period of time if they are correctly designed, planned and implemented. He does admit, however, that questionnaire items do not offer respondents with a larger scope. That is, item statements are stated in the simplest and most concise manner possible for practical reasons, and researchers may not be able to add further details accordingly. In order to obtain more specific information on the issue, open ended questions might be added in the questionnaires.

On another spectrum, very incommensurate data were collected on the basis of the adequacy of the English language curricula in Algeria to encompass all the communicative situations that

learners are ought to be furnished with by the end of each school year. Hence, it was undetermined and vague to measure the sources of the foreign language speaking anxiety.

Conclusion:

As this study investigated the factors incorporating in the emergence and the arousal of foreign language speaking anxiety among high school students, it also scrutinised both teachers and students' awareness in regards to their conscientiousness towards the reasons of the learners' distress upon communicating in English whether in their classes or between their peers. Based on the data provided, the participants of this study were categorized between mildly anxious to anxious while performing in a foreign language context. Several sources were found to be contributing to the overall nervousness of the students and they were indicated under the personal, linguistic and social factors that unequivocally affected the learners' attitudes to address their concerns towards this language. In this sense, social factors have been demonstrated to be the preponderant component which is undeviatingly consequential to stimulate learners' foreign language speaking fallback. Over and above, students' reactions were mainly related to their fear of making mistakes integrated with their consternation of their teachers' envisioned negative evaluation in parallel with their vulnerability in terms of maintaining their social image intact. Furthermore, pertaining to the linguistic aspect; foreign language proficiency was profoundly identified to form an impediment to learners' progress since it was illustrated through their persistent argument about their lack of the necessary language variations that include a range of the requisite vocabulary and grammatical command so as to manipulate the language favourably. In the final analysis, the personal factors from lack of self- confidence and esteem, their self comparisons' to their peers, motivation, shyness, introverted and extraverted character traits as well as their perfectionism tendencies are all constituents that have exemplified that high school students require an extensive and judicious care to assist them with the indispensable tools to overcome their anxiety in general and towards their English language speaking in specific.

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APPENDIX A: The Foreign Language Speaking Anxiety Scale (original)

The following statements concern the situations of foreign language speaking anxiety. There are no right or wrong answers. Please rate how much these statements reflect how you feel or think personally. Please select the choice corresponding to the degree of your agreement or disagreement.

1 = Strongly disagree, 2 = Disagree, 3 = No comment, 4 = Agree, 5 = Strongly agree

1. I would feel anxious while speaking English in class.
2. I would feel less nervous about speaking English in front of others when I know them.
3. I feel very relaxed in English class when I have studied the scheduled learning contents.
4. I am anxious in class when I am the only person answering the question advanced by my teacher in English class.
5. I start to panic when I know I will be graded in English class.
6. I fear giving a wrong answer while answering questions in English class.
7. I enjoy English class when I know that we are going to discuss in English.
8. I feel shy when I speak in English on the stage in front of the class.
9. When it comes to being corrected by my teacher, I am afraid of taking English class.
10. I am so nervous that I tremble when I am going to attend the English oral tests.
11. I get frustrated when I am asked to discuss with classmates in English in a short period of time.
12. I worry about the oral test in English class.
13. I would feel better about speaking in English if the class were smaller.
14. I feel relaxed in English class when I preview very well.

15. I am more willing to speak in English class when I know the scheduled oral activities.
16. I stumble when I answer questions in English.
17. I like going to class when I know that oral tasks are going to be performed.
18. I know that everyone makes mistakes while speaking English, so I am not afraid of being laughed at by others.
19. I like to volunteer answers in English class.
20. I am more willing to get involved in class when the topics are interesting.
21. I don't feel tense in oral tests if I get more practice speaking in class.
22. I feel uncomfortable when my teacher asks other students to correct my oral mistakes in class.
23. I feel pressure when my teacher corrects my oral mistakes in class.
24. Going to English conversation class makes me more nervous than going to other classes.

(Huang, 2004, p.120)

APPENDIX B: The Foreign Language Speaking Anxiety Scale (adapted)

Dear Student,

The purpose of this questionnaire is to investigate your awareness towards the nature and the sources of your foreign language speaking anxiety. You are required to fill in the form given freely and with no restrictions; all your responses will be kept strictly confidential. Your participation is highly valued and it will only be taken under the frameworks of research.

Foreign Language Classroom Anxiety Scale

Part One:

Level:

Stream:

Gender: Male Female

Do you enjoy English language class? Yes No Sometimes yes, sometimes no

Do you like studying or speaking in English out of classroom? Yes No

Sometimes yes, sometimes no

Part Two: The following statements are about foreign language speaking anxiety. There is no right or wrong answer. Please proceed to read the statements carefully and select (✓) the choice the choice corresponding to the degree of your agreement or disagreement.

I strongly agree =1; I agree=2; I am not sure=3; I disagree=4; I strongly disagree=5

| Statements | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. I am nervous when I speak in English | | | | | |
| 2. I am not nervous speaking when I have the right answer | | | | | |
| 3. I feel anxious when answering orally | | | | | |
| 4. I am worried when I don't have the words to answer | | | | | |
| 5. I enjoy the English lesson when I know that we will discuss many topics | | | | | |
| 6. I am nervous when speaking in English because I don't feel I am competent enough | | | | | |
| 7. I don't feel comfortable when speaking because I don't like to be the center of attention | | | | | |
| 8. I feel shy when speaking another language because I fear making mistakes | | | | | |
| 9. I am not comfortable speaking orally because I fear my teacher's correction and negative evaluation | | | | | |
| 10. I enjoy speaking in English when I prepare my answers in advance | | | | | |
| 11. I like expressing myself and my opinions because I don't find similar chances in my daily life | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 12. I feel so confident when I am asked to speak because it makes me feel important | | | | | |
| 13. I feel anxious when my classmates laugh at my performance | | | | | |
| 14. I don't like speaking in classroom because I am an introverted and I don't like to ruin myself image | | | | | |
| 15. I am worried when speaking because I have difficulties remembering and organizing my ideas | | | | | |
| 16. I feel that I don't belong to my class that's why it's hard for me to express myself | | | | | |
| 17. I feel anxious when speaking because I don't understand the task | | | | | |

APPENDIX C: The Foreign Language Speaking Anxiety Scale (Arabic version)

عزيزي الطالب،

الغرض من هذا الاستبيان هو التحقق من وعيك تجاه طبيعة و مصادر اضطراب القلق من التحدث باللغة الانجليزية في قسمك. يتعين عليك ملء النموذج المقدم بحرية و بدون قيود؛ سيتم الاحتفاظ بجميع ردودك بسرية تامة. مشاركتك ذات قيمة عالية و لن يتم اتخاذها إلا في إطار البحث.

مقياس اضطراب القلق المرتبط باللغة الانجليزية

الجزء الاول:

المستوى

الشعبة

الجنس.

انثى

ذكر

هل تستمتع بحصص اللغة الانجليزية ؟ نعم لا أحيانا نعم و أحيانا لا

هل تحب دراسة او التحدث باللغة الانجليزية خارج القسم ؟ نعم لا أحيانا نعم و أحيانا لا

الجزء الثاني : العبارات التالية تتعلق بتجربتك الشخصية في حصة اللغة الانجليزية بالقسم. لا يوجد اجابة صحيحة او خاطئة. يرجى قراءة المعلومات بتمعن ثم اختيار الاجابة الملائمة لك. حدد اختيارك المقابل لدرجة موافقتك او عدمها.
وافق بشدة =1, اوافق =2, لست متأكدا =3, لا اوافق =4, لا اوافق بشدة =5

| العبارات | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. أحس بالقلق عند التحدث باللغة الانجليزية | | | | | |
| 2. لأحس بالتوتر في التحدث عندما أمتلك الاجابة الصحيحة | | | | | |
| 3. أشعر بالقلق عندما يطلب مني الاجابة شفها | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 4. احس بالقلق عندما لا امتلك الكلمات لأعبر عن اجابتي | | | | | |
| 5. استمتع بحصّة اللغة الانجليزية عندما اعلم اننا سنتناقش في مواضيع عديدة | | | | | |
| 6. أشعر بالتوتر عندما أتحدث باللغة الانجليزية لأنني لا أملك الكفاءة اللغوية المناسبة | | | | | |
| 7. لا أشعر بالارتياح عندما يحين دوري للتحدث لأنني لا أحب أن توجه لي الأنتظار | | | | | |
| 8. أشعر بالخجل عندما أتحدث بلغة مغايرة لأنني أخاف أن أخطئ | | | | | |
| 9. لا أرتاح عند التحدث شفهيًا لأنني أخاف التقييم السلبي و تصحيح الاستاذ | | | | | |
| 10. أستمتع بالتحدث باللغة الانجليزية عندما أحضر اجابتي مسبقا | | | | | |
| 11. أحب أن أعبر عن نفسي و مختلف اراني لأنني لا أتلقى فرصا مماثلة في حياتي اليومية | | | | | |
| 12. أشعر بثقّة كبيرة عندما يطلب مني التعبير عن نفسي لأنني أحس بأنني شخص مهم | | | | | |
| 13. أشعر بالقلق عند التحدث لأنني أرتبك حين يضحك زملائي على أدائي | | | | | |
| 14. لأحس بالارتياح عند التحدث في القسم لأنني شخص منعزل و غامض و لا أحب أن تنزع تلك الصورة عني | | | | | |
| 15. أشعر بالقلق عند التحدث لأن عندي صعوبات في تذكّر و ترتيب أفكارني | | | | | |
| 16. أشعر بعدم أنتمائي لقسمي لذا صعب علي أن أعبر عن نفسي | | | | | |
| 17. أشعر بالقلق عند التحدث لأن مضمون و تعليمة النشاط غير مفهومة | | | | | |

APPENDIX D: Interviews

Dear Teachers,

The purpose of this interview is to investigate the factors affecting the students' speaking performance in Algerian high schools. Your assistance in completing the following interview is immensely appreciated. The questions below may take up some time to reflect on your response in accordance to the questions' intents.

- 1- For how many years have you been teaching?
- 2- What is the estimated timing that you assign for a speaking task?
- 3- How do you describe your students' attitudes while performing in English in the classroom?
- 4- How do you give feedback upon students' oral production in classroom?

5- Are you conscious about the factors that conflict the students' oral performance? If yes, would you proceed on mentioning some of them?

6- While performing, do you happen to notice students exhibiting speaking anxiety? If yes, how is that displayed in their performance?

7- Are you quite knowledgeable about English speaking anxiety and its causes in your classroom? If yes, how is it demonstrated through your students?

8- How does speech anxiety affect the students' academic performance? Elaborate by examples.

9- Is the teacher- student and student- student relationship a success or a hindrance factor in your classroom? Explain.

10- According to your own experience, what are the most significant methods and strategies that you have used to overcome students' speaking anxiety? As well as minimizing the influence of its causes.

APPENDIX E: A sample of students' questionnaires

مقياس اضطراب القلق المرتبط باللغة الانجليزية

الجزء الاول
المستوى السنة الاولى ثانوي
الشعبة 3 د ب
الجنس

الشي نكر

هل تستمتع بحصص اللغة الانجليزية ؟ نعم لا أحيانا نعم و أحيانا لا

هل تحب دراسة او التحدث باللغة الانجليزية خارج القسم ؟ نعم لا أحيانا نعم و أحيانا لا

الجزء الثاني العبارات التالية تتعلق بتجربتك الشخصية في حصة اللغة الانجليزية بالقسم. لا يوجد اجابة صحيحة او خاطئة. يرجى قراءة المعلومات بتمعن ثم اختيار الاجابة الملائمة لك. حدد الاختيار المقابل لدرجة موافقتك او عدمها.
وافق بشدة =1, اوافق =2, لست متأكدًا =3, لا اوافق =4, لا اوافق بشدة =5

| العبارات | 1 | 2 | 3 | 4 | 5 |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. أحس بالقلق عند التحدث باللغة الانجليزية | | <input checked="" type="checkbox"/> | | | |
| 2. لآلحس بالتوتر في التحدث عندما أملك الاجابة الصحيحة | | <input checked="" type="checkbox"/> | | | |
| 3. أشعر بالقلق عندما يطلب مني الاجابة شفويا | <input checked="" type="checkbox"/> | | | | |
| 4. احس بالقلق عندما لا أملك الكلمات لأعبر عن اجابتي | <input checked="" type="checkbox"/> | | | | |
| 5. استمتع بحصة اللغة الانجليزية عندما اعلم اننا سنتناقش في مواضيع عديدة | | <input checked="" type="checkbox"/> | | | |
| 6. أشعر بالتوتر عندما أتحدث باللغة الانجليزية لاني لا املك الكفاءة اللغوية المناسبة | <input checked="" type="checkbox"/> | | | | |
| 7. لا أشعر بالارتياح عندما يحين دوري للتحدث لاني لا أحب ان توجه لي الانتظار | | | <input checked="" type="checkbox"/> | | |
| 8. أشعر بالخجل عندما أتحدث بلغة مغايرة لاني أخاف ان أخطئ | | <input checked="" type="checkbox"/> | | | |
| 9. لا أرتاح عند التحدث شفويا لاني أخاف التقييم السلبي و تصحيح الاستاذ | | <input checked="" type="checkbox"/> | | | |
| 10. استمتع بالتحدث باللغة الانجليزية عندما أحضر اجابتي مسبقا | <input checked="" type="checkbox"/> | | | | |
| 11. أحب ان أعبر عن نفسي و مختلف اراني لاني لا أنتقي فرصا مماثلة في حياتي اليومية | <input checked="" type="checkbox"/> | | | | |
| 12. أشعر بثقة كبيرة عندما يطلب مني التعبير عن نفسي لاني احس بانني شخص مهم | <input checked="" type="checkbox"/> | | | | |
| 13. أشعر بالقلق عند التحدث لاني أرتبك حين يضحك زملائي على أداي | <input checked="" type="checkbox"/> | | | | |
| 14. لآلحس بالارتياح عند التحدث في القسم لاني شخص منعزل و غامض و لا أحب ان تنزع تلك الصورة عني | | | | | <input checked="" type="checkbox"/> |
| 15. أشعر بالقلق عند التحدث لأن عندي صعوبات في تذكر و ترتيب الفكري | | | <input checked="" type="checkbox"/> | | |
| 16. أشعر بعدم ائتماني لقسمي لذا صعب على ان أعبر عن نفسي | | | | <input checked="" type="checkbox"/> | |
| 17. أشعر بالقلق عند التحدث لأن مضمون و تعقيد النشاط غير مفهومة | | | | <input checked="" type="checkbox"/> | |

APPENDIX F: A sample of teachers' interviews

1- For how many years have you been teaching?

For six years

2- What is the estimated timing do you assign for a speaking task?

Ten minutes

3- How do you describe your students' attitudes while performing in English in the classroom?

Few students express themselves comfortably. Most refuse to speak at all and even when they do they stop mid sentence either because they find it embarrassing or they just can't find the right words.

4- How do you give feedback upon students' oral production in classroom?

I let them finish and I state again what they said while emphasising on the words they have said wrong or mispronounced, usually without telling them that they have answered wrongly. However excellent students tend to be the ones asking for feedback so I make sure to address all their mistakes/errors.

5- Are you conscious about the factors that conflict the students' oral performance? If yes, would you proceed on mentioning some of them?

The fear of speaking in front of their classmates (glossophobia). Fearing judgement and sounding too nerdy.

6- While performing, do you happen to notice students exhibiting speaking anxiety? If yes, how is that displayed in their performance?

Having self doubt. Lack of confidence. Sometimes they refuse to answer and switch to their mother tongue and say they do know the answer but they just can't articulate the words in their minds

7- Are you quite knowledgeable about English speaking anxiety and its causes in your classroom? If yes, how is it demonstrated through your students?

Avoiding eye contact. Fidgeting. Laughing. Rumbling incoherent sentences (waffling) . Using too much filler words (umm, ehh). Flushing and shaking./

8- How does speech anxiety affect the students' academic performance? Elaborate by examples

It certainly affect their performance negatively. Most of the times they seem incapable of articulating a proper sentence of an answer they actually got right.

9- Is the teacher- student and student- student relationship a success or a hindrance factor in your classroom? Explain.

It is absolutely a key to provide a supportive environment in the classroom. Valuing participation more than accuracy and showing tolerance to mistakes is necessary to keeping the students engaged and interested in the lessons.

10- According to your own experience, what are the most significant methods and strategies that you have used to overcome students' speaking anxiety? As well as minimizing the influence of its causes.

Educating students about mental health and the concept of education psychology. Allowing them to express themselves and not stick to the lesson plan framework to foster their creativity. I personally allow my students to ask me about random words they collect from internet or movies at anytime.