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The Correlation between Learners' Speaking Anxiety and Oral Presentation.
The Case of Master 1 Students in the Department of English at Mouloud
Mammeri University of Tizi-Ouzou.

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Dedication

I dedicate this work to my beloved parents, my father Said and my mother Tassadit. Without their help and support, I will never succeed. To my grandmother and my grandfather in memory. My dear sisters and brothers and my nephews and nieces. I wish to thank my friends: Lyliya, Samia, Milissa, Samira, Radia, Hayet and Lynda. A special thank to my husband Brahim for his patience, support and advice.

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evaluate this work.***

List of Abbreviations

CA: Communication Apprehension

EFL: English as a Foreign Language

FLA: Foreign Language Anxiety

FLCA: Foreign Language Classroom Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

MMUTO: Mouloud Mammeri University of Tizi Ouzou

QCA: Qualitative Content Analysis

SPSS: Statistical Package for Social Sciences

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Abstract

The present study is concerned with the co-relation that exists between learners' speaking anxiety and oral presentations. It attempts to find if speaking anxiety exists among Master 1 students in the Department of English and the effects it has on their oral performance. Moreover, it tries to find a solution to this issue which is to practice oral presentations frequently when learning English in order to alleviate learners' anxiety while speaking in English. This work was conducted in the Department of English at MMUTO using Horwitz, et al's theory (1986) on Foreign Language Classroom Anxiety. This study is based on mixed method approach which consists in the combination and the integration of both quantitative and qualitative methods. In order to analyze the collected data from the semi-structured interview conducted with teachers and the questionnaire administered to Master1 students, we have relied on the SPSS software to analyze the quantitative data and the qualitative content analysis for the analysis of the non-numerical data. The findings of the study illustrate that many students are experiencing anxiety when asked to deliver a speech in English. The results also reveal that even though speaking anxiety influences negatively students' oral performance, the integration and the practice of oral presentations in many modules in the Department of English arise the level of self-confidence among students and help them to reduce their anxiety.

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General Introduction

General Introduction

Statement of the Problem

Language is a system of communication. Therefore, the main goal of learning a foreign language is to be able to speak it fluently. To achieve this goal, students need a lot of practice and teachers in their sides should give them opportunities for communication in class. However, it is quite difficult to speak the target language with the same degree of fluency as the mother tongue. In the Algerian academic context, English is present as a foreign language where students are required to master not only the linguistic structures of this language but also the communicative skill. The latter is perceived by many learners as being a difficult task due to the interference of different factors such as: lack of experience of using this target language, lack of fluency and the most common factor is anxiety. For this reason, many EFL learners consider the process of learning English as being complex especially when the task is speaking in class. McCroskey (1977) confirms that almost 20% of University students face the problem of speaking anxiety in foreign language.

Therefore, the present study investigates the existence of anxiety when speaking in English among Master 1 students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO) and tries to discover the negative effects it has on their oral performance. Moreover, it seeks to suggest oral presentation as a supportive technique in reducing anxiety when speaking English. The reason behind the choice of this research topic is the fact that we as students in the Department of English have experienced and noticed the feeling of anxiety when we speak in class, but after practicing oral presentations several times we realized that there is a kind of relaxation when using English. For this reason, we suggest for teachers in the Department of English at MMUTO to integrate oral presentations more in their lessons in order to help their students reduce their anxiety.

Many studies have been conducted in relation to the issue of speaking anxiety. We mention the research made by Asmar (2009) at University of Utara in Malaysia who investigates public speaking anxiety in English language classes among Arab students at Utara University in Malaysia. It was also investigated in Algeria by Ouali (2013) who tackled the phenomenon of anxiety in the Department of English at MMUTO by suggesting cooperative learning as a technique to reduce speaking anxiety. Thus, the current study is conducted remaining on the same aim which is to decrease learners' speaking anxiety, by suggesting the practice of oral presentations.

Aims and Significance of the Study

Anxiety is one of the major obstacles in foreign language learning. This discomfort and nervousness is experienced by many learners especially when they are required to speak in class, present a work orally, and during an oral exam or test. For this reason we are investigating the phenomenon of speaking anxiety in the Department of English at MMUTO in order to: first, find out the effects that anxiety has on Master 1 students' oral performance. Second, to suggest oral presentation as a strategy to be used by teachers in order to reduce students' anxiety.

The significance of this investigation lies in the fact that it explores the effects of anxiety when speaking a foreign language which is neglected by many teachers. This study tries to prove that anxiety has negative influence on foreign language learning especially when speaking the target language. In order to reduce these negative effects of anxiety on students, we suggest oral presentation as an ELT technique to be used frequently by teachers in the department of English at MMUTO, and its reduction may assist in developing students' self confidence in speaking in English for further academic career.

Research Questions and Hypotheses

In order to find answers to the raised issue, three research questions are asked:

1. Do Master 1 students experience anxiety when speaking English?
2. To what extent does anxiety affect Master1 students' oral performance?
3. Can the frequent use of oral presentations be an effective technique in reducing learners' speaking anxiety?

To answer these questions, the following hypotheses are suggested:

1. Master 1 students in the department of English experience anxiety when speaking in English.
2. Anxiety affects negatively Master 1 students' oral performance.
3. The frequent use of oral presentation can be an effective technique in reducing learners' speaking anxiety.

Research Techniques and Methodology

The study aims to find out the effects of anxiety on students' oral performance in order to suggest a solution to this issue which is the practice of oral presentations more in the department of English. To investigate this topic, we rely on the theory of Foreign Language Classroom Anxiety (FLCA) proposed by Horwitz, E, Horwitz, M and Cope, J (1986). The choice of a research method is not dependent on the researcher's preferences. That is to say, the choice of the method is rather dependent on the nature of the research topic. As we investigate the issue of anxiety when speaking a foreign language, we have opted for the mixed method to collect both qualitative and quantitative data from the participants. This research methodology allows the collection of valuable data that will help in answering the research questions and testing the hypotheses.

In this study, we make use of two research instruments which are: questionnaire and interview. The questionnaire is conducted with seventy five (75) Master 1 students in the department of English. The second tool is interview with seven (7) teachers in the same department to provide us with explanations and deep information about the topic. The population under study is Master 1 students in the department of English, at Mouloud Mammeri University of Tizi-Ouzou from which we have selected randomly seventy five students (75) to be our sample. Concerning the interview, teachers are not selected randomly; we have chosen teachers who make use of oral presentations in their lessons in order to provide us with consistent information. In this study we adopt the Harvard System of referencing to refer to previous works done by researchers.

Structure of the Dissertation

This dissertation follows the Traditional-Complex model; it is composed of four chapters, starting with a “General Introduction” which gives a general idea about the whole work, four chapters and a General Conclusion. The first chapter is called “Literature Review” which reviews previous works related to the research topic. In addition, it includes the definitions of key concepts and the theory adopted which is Foreign Language Classroom Anxiety introduced by Horwitz, *et al.*(1986). The second chapter is called “Research Design”, it describes the procedures and steps followed to conduct this research, in other words it describes the data collection tools and data analysis tools used in this research which are: questionnaires for students, and interviews for teachers in the Department of English and includes also the research method which is the mixed methods approach. The third chapter is named “Presentation of the Findings” where we report the findings obtained from data analysis. The last one is “Discussion of the Findings” where the results are interpreted and

analyzed according to the theory and the literature adopted in the research. This dissertation ends with a general conclusion which summarizes the whole work.

Chapter One

Review of the Literature

Chapter One: Review of the Literature

Introduction

This chapter is called review of the literature. It is composed of three main parts. The first part is named Foreign Language Anxiety (FLA) which reviews the literature related to the issue of anxiety when learning a foreign language, starting with some definitions given by different scholars, and then sources of FLA. Moreover, the effects of anxiety on foreign language learning were explained. Finally possible strategies to reduce these effects are provided. The second part of this chapter is devoted to Speaking Anxiety as a phenomenon related to FLA. It includes: definitions of speaking anxiety, its causes, the symptoms and ends with some techniques to reduce learner's speaking anxiety. In the last part of this review, we attempt to suggest Oral Presentation as a tool to reduce speaking anxiety among Master I students in the Department of English, by starting with definitions, and its importance for EFL learners, and its role in reducing learners' speaking anxiety. To investigate the previous elements, we rely on Horwitz, *et al.* theory (1986) on Foreign Language Classroom Anxiety.

I) Foreign Language Anxiety

I.1) Definitions of Foreign Language Anxiety

Learning a foreign language is a difficult and complex process which is affected by a number of factors among them anxiety. Horwitz, *et al.* (1986 p.128) define it as “A *distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of the language learning process*”. They add that many people find foreign language learning especially in classroom settings a stressful experience (*ibid*). That is, foreign language anxiety is distinct from other anxieties; it is rather related to language learning where students feel anxious and worry when learning a foreign language.

Spielberger (1983) describes foreign language anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with the autonomic nervous system. This shows that FLA is the feeling of fear and worry experienced by learners when learning a second or foreign language. Furthermore, MacIntyre and Gardner (1991) argue that Foreign language anxiety is the feeling of unease, worry, nervousness and apprehension experienced when learning or using a second or foreign language. These feelings may stem from any language skill either productive: speaking or writing, or receptive skill: reading or listening. In other words, foreign language anxiety is the combination of different states of apprehension and worry associated with foreign language learning. It is experienced by learners in language classes and affects the four language skills: listening, speaking, reading and writing.

The above definitions of Foreign Language Anxiety show that anxiety is a factor that affects foreign or second language learning, where students feel nervous and worry in language classes. It is a negative experience because it prevents learners' learning process and unables them from performing successfully in foreign language classes.

I.2) Components of Foreign Language Anxiety

Horwitz, *et al.* (1986) theorize that foreign language anxiety in classroom is related to three performance anxieties, they state that: *“Because foreign language anxiety concerns performance evaluation within an academic and social context, it is useful to draw parallels between it and three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation”*. Anxiety when learning a foreign language can be attributed to three performance anxieties: communication apprehension, test anxiety and the fear of negative evaluation.

I.2.1) Communication Apprehension

Horwitz, *et al.*(1986) define communication apprehension (CA) as a type of shyness characterized by fear of communicating with people, difficulty in speaking to public, or listening or learning a spoken language. This means that communication apprehension is a kind of fear and worry experienced by learners when speaking in the target language with people or to public. They also claim that communication apprehension has a major role in foreign language anxiety, people who have troubles speaking in front of a group, are likely to experience difficulty speaking the foreign language in class (ibid). In addition McCroskey (1970) defines communication apprehension as a kind of anxiety related to oral communication. Students experience tension and apprehension generally when they are required to communicate orally. Young (1990, p.539) claims that “*The fear of speaking in a foreign language may be related to a variety of complex psychological constructs, such as: communication apprehension*”. This shows that communication apprehension is one of the reasons that hinder EFL learners’ abilities to speak in the foreign language.

I.2.2) Test Anxiety

This variety of anxiety is related to testing. It is defined by Horwitz, *et al.* (1986) as a type of performance anxiety which is characterized by fear of failure; students who are test-anxious in foreign language class experience difficulties since tests and quizzes are frequent, and most prepared students often make errors. Learners who are oral tested experience both test and communication apprehension anxiety (ibid). In other words, students who are test-anxious generally experience difficulties when they are assessed especially when they take oral tests.

I.2.3) Fear of Negative Evaluations

It is the third source of anxiety related to foreign language learning. It is defined as “*apprehension about others’ evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively*” (Horwitz, *et al.* 1986, p.128).

For them, this kind of anxiety is not limited to test-taking situations, but also in any social or evaluative situation such as interviewing for job or speaking in foreign language class. That is, negative evaluation is fear of being negatively judged by others in academic contexts, social contexts or in job related situations.

I.4) Effects of Foreign Language Anxiety on Learners

For many years, language researchers and theorists have considered anxiety as a major obstacle faced in language learning. For this reason they have attempted to identify its effects on language learners. In their theory of Foreign Language Classroom Anxiety, Horwitz, *et al.* (1986, p.126) speak about the effects of anxiety on foreign language learners, according to them: “*Anxiety has detrimental effect on student’s confidence, self-esteem and level on participation*”. They add that anxious students avoid studying and in some cases they skip class (*ibid*). These show that anxiety affects student’s learning process and make them develop feelings of nervousness, avoidance and fear toward language learning. In his side Elly (1986) reports that anxious students forget previously learned materials. They become less volunteer to answer teacher’s questions and more passive in classroom activities. The effects of foreign language anxiety on learners make them more passive on language classes, develop negative feelings toward the foreign language and render the learning experience unpleasant and stressful.

I.5) Strategies to Reduce Foreign Language Anxiety

In their theory on Foreign Language Classroom Anxiety, Horwitz, Horwitz and Cope (1986) suggest some possible techniques for both teachers and students in order to make the teaching and the learning process less stressful and pleasant. Horwitz, *et al.* (1986, p.132) say that “ *If we are to improve foreign language teaching at all levels of education, we must recognize, cope with, and eventually overcome foreign language anxiety as a factor shaping experiences in foreign language learning*”. For them, teachers should identify and recognize the existence of foreign language anxiety on their learners; learners also must learn how to cope and deal with their anxiety. In the same context, Young (1991) gives some suggestions for teachers to reduce students’ anxiety. For instance, teachers should help their students to recognize their fears about foreign language learning by asking them to verbalize their fears and then write them on the boards. Ask them to work in small groups, join a language club, practice self-talk in order to practise the target language more. In addition, instructors who have a good sense of humour, relaxed and patient, help students feel comfortable in class. Teachers also who have the attitude that mistakes are part of the learning process, and encourage their students to speak in class, are cited according to Young as being helpful in reducing foreign language classroom anxiety.

II) Speaking Anxiety

II.1) Definition of Speaking Anxiety

Many students of English experience anxiety while speaking this non-native language. In this context, King (2002) reports that speaking lessons are the most anxiety inducing comparing them to those of reading, writing and listening. The speaking skill is stressful for students because they are required to speak fluently a language which is not their native one.

The phenomenon of speaking anxiety is also defined by Clevenger and Halvorson (1992, p. 25) as being “*Any emotional condition in which emotion overcomes intellect to the extent that communication is hampered, either in audience reception or in speaker self-expression, where the immediate objective or stimulus of the emotion is the speech audience situation*”. This means that, anxiety experienced in public hinders the communication and therefore prevents students from an effective learning. In addition, speaking anxiety affects the audience since it prevents them from understanding what has been said.

II.2) Causes of Speaking Anxiety

In order to reduce the phenomenon of speaking anxiety among EFL learners, its causes should be identified. Several scholars conducted researches to find reasons behind this crucial issue. Among them, we can mention: Ayres (1986), Neer (1982), Young (1991) and Cohen (1989). The main reasons of speaking anxiety can be summarized in six causes, which are:

II.2.1) Fear of negative evaluation and the Audience

According to Ayres (1986) learners of English feel anxious while speaking due to their negative perception of their own capacities. Thus, the fear of performing badly in front of an audience makes students stressful when delivering a speech. In other words, anxious students care a lot about what their teacher and mates think when listening to their speech. Students view the audience as observers of all what they say and do. Thus, these audience is here to notice all the weaknesses of the speakers and may judge them negatively and consider them as students with low abilities in speaking English. This negative self-talks arise students' anxiety when speaking. In addition, Neer (1982) claims that the main reason behind anxiety while speaking is the fact that students are asked to speak to an audience. The idea of being in front of many persons who would listen to all what is said and observe all behaviours of the

speaker, provokes automatically the feeling of apprehension and tension in the speaker's mind. There is also Cohen (1989) who added that a certain kind of audiences create the anxiety on the spirits of the speakers. For instance, if the members of the audience are older or more educated, the student may think that such persons can underestimate him.

II.2.2) Low Self-esteem

Krashen suggests that an individual's self-esteem is highly related to language anxiety. People with low self-esteem worry about what their peers think about them (cited in Young 1991). This means that people with low self-esteem develop feelings of fear and worry when learning a foreign/ second language. Students with low self-esteem consider themselves as unable to perform in a good way when speaking English, even though they may have hidden capacities.

II.2.4) Instructors beliefs about language learning

Anxiety arises from the beliefs that instructors develop over language teaching. In this context, Young (1991) says that there are instructors who believe that students should not allowed to work in pair in order to keep control of the students and class. They also believe that they have the most authority in classroom. Teacher's centered classes do not allow students to express themselves, ask questions or direct their own learning. All these elements contribute to the development of students' anxiety especially since they remain passive and cannot show their capacities in speaking the target language. Thus, teacher's classroom centered affects students learning process and contributes to learner's anxiety.

II.2.5) Teachers' correcting errors

Teachers who correct each error that their students make when speaking English create unconsciously the feeling of worry among their students. Those students believe that they are not competent in speaking that language since the speeches they produce are full of mistakes.

This belief automatically makes them anxious when required to speak in that language. In his side, Young (1991) considers that a harsh manner of correcting student errors provokes students' anxiety. In addition, learners consistently report anxiety over responding incorrectly or being incorrect in front of the peers. This means that the way instructors use to correct their students errors may lead sometimes to the development of anxiety.

II.3) Symptoms and Signs of Speaking Anxiety

Learners who experience the feeling of anxiety during oral performances can be recognised through some symptoms that appear on them. Krinis (2007) in his work "Foreign Language Anxiety" divides the symptoms of speaking anxiety into three categories:

II.3.1) Emotional Signs and Symptoms

According to Krinis (2007) an anxious person feels stressful and has an intense of worry for days, weeks or even months before the D-day. The speaker always thinks on how to perform and behave that day and thinking for a long time about this will bring generally negative thoughts that make him very worried. Another emotional sign is the fear of being watched and judged by others, especially strangers. Generally, anxious persons toward speaking feel that others are here only to evaluate them or even to pick out only the negative points of their performance. Thus, this kind of speakers always tries to escape from social situations.

II.3.2) Physical Signs and Symptoms

Anxiety activates the stress response, which stresses the body. A body that comes stressed exhibit some physical symptoms of speaking anxiety. Krinis (2007) says that there are signs that can be noticed in a speaker suffering from speaking anxiety are: red colour of the face, shortness of breath, shaky voice, sweating and the feeling of dizziness. The

appearance of these symptoms varies from one person to another. That is to say, some people may show all these symptoms as a result of their high level of anxiety. On the other hand, other speakers can show less symptoms and signs and the reason is that they are less anxious and worried about speaking comparing to others.

II.3.3) Behavioural Signs and Symptoms

In addition to previous symptoms, Krinis (2007) adds that there are behaviours that the audience may notice in an anxious speaker. The person worried about speaking tends to be quiet and tries to be hidden on the background where not many people can notice his/her presence. This kind of speakers can be noticed through their troubling body language. They may move their body members unconsciously, for instance their legs, hands or head.

II.4) Possible Techniques to Reduce Speaking Anxiety

Anxiety of English learners cannot be eliminated from its roots, but there are some techniques that can reduce it. In this context, Lee (2002) suggests a project work as a learning technique that decreases learners' anxiety while speaking because they do not feel that they are constantly assessed during this activity. The second strategy is suggested by Gregersen (2003) which is the creation of a supportive atmosphere. Collaborative atmosphere makes learners produce fewer errors. Another technique to reduce anxiety of speaking is provided by Lightbown and Spada (1999) which is the indirect correction of learners' errors. This allows students to continue speaking without being anxious about errors they make them feel less worried. The last technique is added by Christophel (1990) and Frymer (1993) who claimed that teachers who rely on both verbal and non-verbal types of immediacy like: use of students' first names, use of eye-contact and humour affect positively students' anxiety by reducing it and make their performance better.

III) Oral Presentation

III.1) Definitions and Background

According to King (2002), oral presentation is an effective communicative activity that has been widely adopted by EFL teachers to promote oral proficiency. In other words, oral presentation is an oral activity used in teaching that helps students to practice and develop their speaking skill when learning a foreign language. Ming (2005) says that it is typically and partially spoken, visual form of communication and it is normally limited in time and occurs in organisational settings. This learning technique is always spoken and visual which means that the speaker delivers a speech to an audience and at the same time keeps contact with them by explaining and answering their questions. In addition, he includes two other characteristics of oral presentation which are time limitation and the organisation (ibid). Oral presentation is limited in time, so the speaker must not take the time he/she wants. Also, it must be prepared and organised well before the day of presentation. That is to say the presenter has to organise his/her presentation before delivering a speech also he/she must finish the speech in a fixed time allowed by the teacher.

III.2) The Importance of Oral Presentation for EFL Learners

The main purpose of learning English is to master oral communication. Students of English are required to learn how to speak English accurately. So, oral presentation is of great importance for English learners, because it is an opportunity for them to deliver speeches in English in front of an audience. Furthermore, it is a kind of professional pre-training or training for further academic career. King (2002) considers oral presentation as a beneficial technique for both teachers and learners. He argued that oral presentations facilitate for teachers the task of teaching language skills. He also considers students who perform oral presentations in the classroom as training themselves to speak in front of the public in the

future. Moreover, Girard and Trapp (2011) came to the conclusion in their investigation that the potential benefits of students' oral performance on oral presentations include three main advantages:

III.2.1) Increasing Classroom Interaction

Results of their investigation show that using oral presentations to teach English for EFL learners increases the rate of interaction in classroom. Interaction must occur from teacher to student or students to student. Through oral presentations, the presenters are informing the audience and explaining for them things. In their turns, the non-presenters students give remarks and asks questions for more clarification. The asking and answering of questions increase the interaction in the class and contribute to a better understanding of the topic.

III.2.2) Increasing Interest in Learning

Girard and Trapp (2011) consider that oral presentations as a motivating factor for learners of English. Oral presentation permits for them to speak in the target language in front of an audience. If students succeed to give an accurate and convincing oral presentation, their willing to give more oral presentations in class will increase. So oral presentations increase students' motivation towards speaking and learning English. In the same context Dunlup and Grabinger (1995) say that oral presentations render the class more interesting because they allow students to take active role in forming new understanding comparing with the traditional classes

III.2.3) Improving Communication and Presentation Skills

Oral presentation allows students to deliver academic speech to an audience; they will be familiar with speaking English. The more students give oral presentations, the more they

develop their communication and presentation skills. According to Girard and Trapp (2011) students who give more oral presentations can become better presenters in the future and improve their communication skills.

III.3) The Use of Oral Presentations to Reduce Learners' speaking Anxiety

Many students feel nervous when giving an oral presentation especially when the task consists in speaking using the foreign language to an audience. In order to overcome their anxiety, students must practise English more inside the classroom or outside, as Harmer (2001, p.131) says: "*If students are not using English, everyone is wasting his time*". Thus, the most important skill to be developed when learning English is the speaking skill, and the only way to get fluency is practising the language. In addition, Young (1991) reports that, students feel more confident about speaking in class if they practise speaking more. Thus, the more students speak in class, the more they gain self confidence and their anxiety is decreases. Wilson and Brooks (2014) speak about the importance of oral presentation in language classes, they argue that oral presentations unleash the development of the four basic language skills and oral outputs of the learners and enable them to overcome some psychological deficiencies and fear of speaking in public. As oral presentations consist of practising the four language skills and facing the public. They provide also an excellent opportunity for learners not only to develop the four language skills, but also to get rid of their anxiety when speaking in English.

iv) Theoretical Framework

The purpose of this study is to find out the effects that anxiety has on students' oral performance and try to suggest oral presentation as an ELT technique to be used in language classes in order to reduce learners' speaking anxiety. Therefore to achieve our goals we rely on Horwitz, *et al.* (1986) theory which is entitled Foreign Language Classroom Anxiety. It

sheds light on the phenomenon of anxiety when learning a foreign language and its effects on students. They theorize that anxiety is a major obstacle in learning another language; it affects more students' communication strategies: anxious students tend to freeze in role-play situations; they find difficulties to discriminate the sounds and structures of the target language messages, students also cannot grasp the content of a target language message. They find in their study that some students know the correct answer but forget it and answer wrongly during an oral test because of nervousness. They also claim that because of anxiety students become unable to perform in language classes and in some cases avoid studying (ibid). In brief, anxiety can be considered as a major problem that students face in foreign language classes. This phenomenon affects more the speaking skill of the majority of students and impedes their abilities to perform successfully in foreign language classes. Horwitz, *et al.* (1986) introduced the Foreign Language Classroom Anxiety Scale (FLCAS) in order to measure students' anxiety when learning a foreign language. The experiment was made with the participation of seventy five (75) students at the University of Texas, that were given a questionnaire which consisted of thirty three (33) items related to: communication apprehension, test anxiety, and fear of negative evaluation. For example: I feel very anxious about speaking the foreign language in front of other students, I get confused when I take my language test, I am afraid that the other students will laugh at me when I speak the foreign language. These items are scored from strongly agree to strongly disagree and the higher score indicates the more anxious students. Horwitz, *et al.* (1986) find that foreign language anxiety is experienced by many students especially when speaking in class. Some items of the FLCAS were adopted when designing the questionnaire.

Conclusion

The phenomenon of foreign language anxiety was the concern of many researchers, since it affects negatively the student's learning process. In this chapter the phenomenon of FLA is explored from different perspectives, starting with definitions, components, effects of FLA on the learning process, and ends with some strategies to reduce it. The second part of this review is devoted to speaking anxiety, its causes, symptoms and ways to overcome it, in order to make the learning process less stressful and pleasant. In the third part, Oral presentation as a tool to reduce students' anxiety is suggested. This chapter has also reviewed Horwitz, *et al.* (1986) theory on Foreign Language Classroom Anxiety.

Chapter Two

Research Design

Chapter Two: Research Design

Introduction

This chapter describes the tools and procedures used to collect and analyze data. It is divided into two sections: the first section is named Data Collection Procedures. It includes the method used in the research, followed by the context and the setting of investigation, then the sample population. Moreover, it describes the tools used in the study: the questionnaire and the interview. The second section is entitled Procedures of Data Analysis where we describe the instruments used to analyze the collected data which are: the Qualitative Content Analysis (QCA) to analyze the qualitative data and the Statistical Package for Social Sciences (SPSS) for the analysis of the quantitative data.

I. Data Collection Procedures

I.1. Research Methods

In this research, we adopt the mixed method approach for the collection of both quantitative and qualitative data. Cresswell (2002) defines it as the combination or the integration of qualitative and quantitative research and data in a research study. The reason from the choice of this research method is that it allows us to get both qualitative and quantitative data to do the research.

I.2. Context and Setting of Investigation

This study is conducted in the department of English at MMUTO. The target population chosen for this investigation is Master 1 students which consist of three hundred and twenty three (323) students. Our sample consists of seventy five (75) students randomly selected from different specialties to whom we distributed questionnaires, but fifteen (15) copies were

eliminated because some were given back without answers, others were not handed back. We have chosen Master 1 students to participate in this study, because they are required to give their viva on Master 2. Thus, these students must practise language more. Cotter (2007) argues that language is part of communication, thus the only way to get that proficiency in oral English is practicing it.

I.3 Data Collection Tools

In order to collect data for this research, we used two instruments: questionnaires for Master1 students in the department of English at MMUTO and an interview with seven (07) teachers in the cited department.

I.3.1. Questionnaire to Students

One of the instruments used in the collection of data is the questionnaire. The latter is defined by Grifee (2012, p.67) as:

“A data collection instrument that asks respondents for demographic information, opinion or questions of fact. Questionnaires typically ask respondents to quantify their answer by circling a number (say, one to five) thereby providing numerical data that can be statistically analyzed. Alternatively, questionnaire items may be open-ended and provide opinion or questions of fact”.

In addition, a questionnaire is a research tool which allows the collection of both qualitative and quantitative data from closed-ended items and open-ended items (Cresswell, 2002, p.138). The reason behind adopting this tool is that it allows the collection of data in a objective way, therefore participants can answer freely. In this context Cresswell (2002) points out that questionnaires do not require the respondent's name, class, thus they can respond anonymously, this might reduce teacher's influence that would be present. This questionnaire aims to discover the existence of speaking anxiety among Master1 students in the Department of English at MMUTO when speaking in English. We also tend to know the

effects that anxiety has on students' oral performance. In addition, our main purpose is to discover whether oral presentation can reduce students' speaking anxiety or not. This questionnaire has seventeen items (17) that are arranged in three sections. The first section is named "Anxiety and English Language Learning" and aims to gather information about students' attitudes toward the process of learning English and the phenomenon of anxiety. The second one is entitled "Effects of Anxiety on Students' Oral Performance" which aims at finding the reasons behind students' anxiety and how it affects their oral performance. The last section is called "Oral Presentations in Reducing Learners' Speaking Anxiety"; its main goal is to gather students' opinions toward the use of oral presentations in language classes and its role in helping them to overcome their anxiety while speaking a foreign language. The questionnaire was an effective tool that permitted us to collect both qualitative and quantitative data from the respondents in order to answer the research questions.

I.3.1.1. Piloting Students' Questionnaire

Before distributing the questionnaire to Master 1 students, we have first pre-tested it in order to check if the questions are clear and can be understood by students. Our piloting study was made with ten (10) students, to whom we gave ten (10) questionnaires; at the end we asked them if they did not understand something in the questionnaire. After that, some questions were modified and others were omitted, for instance: we have asked students about their psychological state when they give an oral presentation and we have suggested some symptoms like: shaky voice, having palpitations, dizziness, but they did not answer to this question because they did not understand the suggestions. Thus we transformed it into an open-ended question which is: If you were anxious, how would you describe your state? To which they answered in French because they did not know the scientific terms in English to describe their states, then we translated their answers into English. In addition to this, we asked students to give their opinions about the role of oral presentation in reducing their

speaking anxiety; then we added “How” to this question in order to get explanations and deep information from students. After bringing these modifications, we obtained the main questionnaire which contains seventeen (17) items. Thus, piloting the questionnaire permitted us to make changes to some questions in order to make them clearer and easier to be answered by Master 1 students.

I.3.2. Teachers’ Interview

The second tool of data collection is the interview. We have chosen the semi-structured interview for teachers. This type of interview involves a predetermined set of questions to obtain data that can be gathered from the participants. According to Cohen, *et al.* (2007, p.349) an interview is a “*flexible tool for collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard*”. This instrument allows to the interviewee to notice the body language of his interviewers, in addition to the spoken words. The reason behind selecting the semi-structured interview is that during the interview, other questions can be added to those already prepared. The interview used in this research contains seven (7) items and was conducted with seven(7) teachers in the department of English at MMUTO. They were informed beforehand about the objectives of the research and asked for permission to record their answers. The interviews took place on July 06th and lasted between ten minutes (10) to fifteen minutes (15).

Through this interview, we gathered data that are important in answering the research questions. It allows us to discover whether speaking anxiety exists among Master 1 students in the Department of English or not. In addition, the interview’s answers provide us with explanations on how students’ oral presentation is affected by speaking anxiety. Furthermore, they are very essential in finding whether using oral presentations as a major part in English

language classes is beneficial to students in alleviating their anxiety while speaking this target language.

II. Procedures of Data Analysis

II.1. Quantitative Data Analysis/ Statistical Analysis

The quantitative data analysis is used in this work in order to analyze the closed-ended questions of the questionnaire and those of the teachers' interviews. Through the analysis of these questions, we obtained numerical data about the existence of speech anxiety among students as well as the ability of oral presentations in reducing this phenomenon. More specifically, we make use of the SPSS (Statistical Package for Social Sciences) which is a computer program or software that can analyze numerical data and even create more complex statistical models. This software which uses mathematical methods is widely used in social sciences due to its simplicity. The SPSS software works by following certain steps: the first step is to choose "variable view" window where we enter all the closed-ended items of the questionnaires in a variable named "label" then we add the suggestions called "data view" in which we add data obtained from the participants. The last step consists on transforming data into percentages to get by the end different statistical models like: tables of frequencies or graphs.

II.2. Qualitative Content Analysis

The qualitative content analysis is used in this research to analyze the open-ended questions of the interview and the explanations and attitudes of the students. According to Hsieh and Shannon (2005, p.1278) "*Qualitative content analysis is a research method for subjective interpretation of the content of the text through systematic classification, process of coding*

and identifying themes or patterns". In fact, the analysis of the interview is based on the directed approach of content analysis which starts with the previous theory or relevant research findings as guidance for encoding categories (ibid). In other words, the analysis of data in this approach starts from the theory by selecting pre-determined categories from it.

Conclusion

This chapter has outlined the methodology adopted for the collection and the analysis of data. We made use of a questionnaire for Master1 students in the English Department at MMUTO and a semi-structured interview for English language teachers in the same Department. For the analysis of the collected data, we followed two techniques: a statistical analysis to analyze the quantitative data, and a qualitative content analysis to analyze the qualitative data.

Chapter Three

Presentation of the Findings

Chapter Three: Presentation of the Findings

Introduction

This chapter presents the findings obtained from the two data collection instruments: the questionnaire and the interview. It is divided into two parts. The first part deals with the presentation of the results gained from the questionnaire given to Master1 students in the Department of English at MMUTO. The second part presents the findings of the interview conducted with teachers in the same Department. The results are presented in percentages and organized in tables and diagrams.

I. Results of the Students' Questionnaire

I.1. Section One: Anxiety and Foreign Language Learning.

Question One (01): Is studying English your first choice?

Choices	Participants	Percentage
Yes	55	91.66%
No	5	8.34%

Table (01): Students' Choices about whether English is their first Choice or not

Table (1) shows that ninety one point six percent (91.66%) of the participants have answered that English was their personal choice, whereas eight point thirty four percent (8.34%) responded that it was not their choice

Question Two (02): How do you find English learning at University?

Perceptions	Participants	Percentages
Easy	22	36.67%
Difficult	38	63.33%
Very Difficult	00	00%

Table (2): Students' Perceptions towards the Process of Learning English.

In this item, students were asked to give their perceptions about the process of learning English. Thirty eight students (63.33%) perceive the process of learning English as being a difficult process. And (36.67) of the participants find it an easy task. No one of them have said that it is very difficult.

Question Three (03): If it is difficult, is anxiety among the reasons behind your difficulties?

Choices	Participants	Percentage
Yes	48	80%
No	12	20%

Table (03): Students' Opinions about Whether Anxiety is Among the Reasons of their Difficulties.

This table indicates that most of the students (80%) consider anxiety as the source of their difficulties in foreign language learning, however only twelve (20%) of the respondents have answered that anxiety is not the reason of their difficulties.

Question Four (04): Which Language skill is the most difficult for you?

Choices	Participants	Percentage
Reading	3	05%
Writing	13	21.67%
Speaking	33	55%
Listening	11	18.33%

Table (04): Students' Opinions about the most Difficult Language Skill.

In this question, students were asked to state which language skill is the most difficult for them. As expected, more than half of the respondents (55%) have chosen the speaking skill as the most difficult language skill. Thirteen students (21.67%) find that writing is the most difficult skill for them. Others (18.33%) have considered listening as being difficult, and only three students (5%) respond that they have difficulties in the reading skill.

II.2.Section Two: Effects of Anxiety on Students' Oral Performance.

Question five (05): Do you like speaking English?

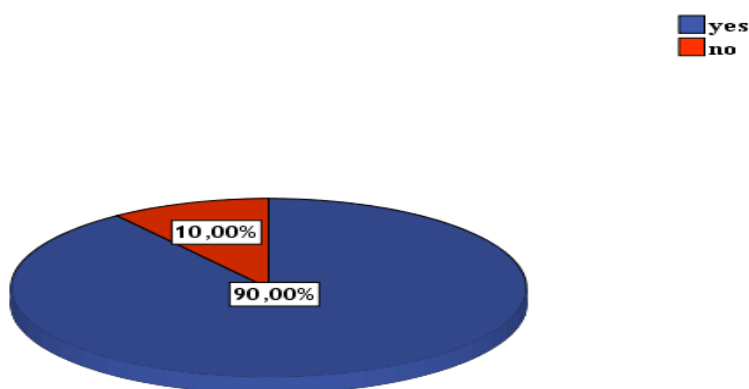


Diagram (01): Students' Attitudes towards Speaking English

As shown in this diagram, the majority of students with ninety percent (90%) have answered that they like speaking in English, and just ten (10%) have responded that they do not like speaking it.

Question six (06): How do you feel in class when speaking in English?

Feelings	Participants	Percentage
Relaxed and confident	22	36.67%
Anxious and worried	38	63.33%

Table (05): Students' Feelings when Speaking in English in Class

The results of table five (05) reveal that a high number of the participants (63.33%) have reported that they feel anxious when speaking English in class and the percentage of those who feel relaxed and confident is (36.67%).

Question seven (07): According to you, what are the reasons of your speaking anxiety?

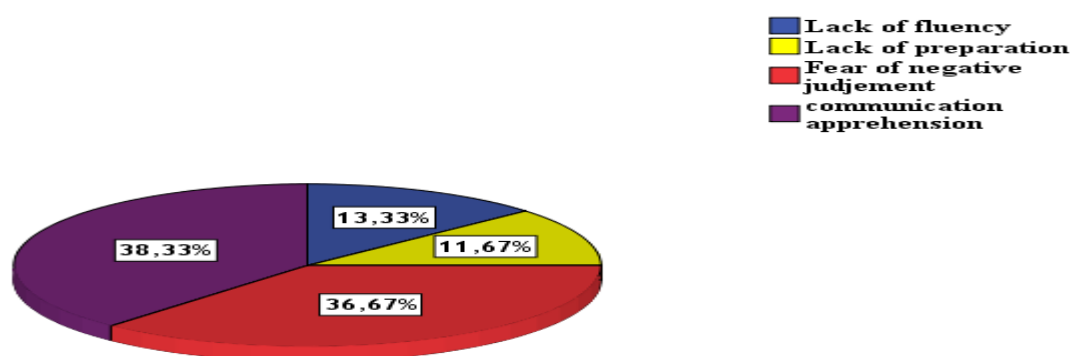


Diagram (02): Students' Reasons of Speaking Anxiety

This diagram demonstrates that communication apprehension is the main reason behind students' speaking anxiety with the percentages of (38.33%). And fear of negative judgement is another reason that has been chosen by (36.66%) of the participants. Other students (25% as a whole) conceive lack of fluency and lack of preparation as sources of their anxiety.

Question eight (08): Do you prefer to take a written test or an oral test? Please justify your answer?

Preferences	Participants	Percentage
Written test	42	70%
Oral test	18	30%

Table (06): Students' Preferences of Taking a Written or an Oral Test

Table (06) indicates that most of the students (70%) prefer to do a written test rather than an oral one. Those who prefer to be tested orally represent the percentage of (30%).

Why?

Students who prefer to do a written test claim that they have more time to think before answering the questions, less stress provoking, they add that they can edit their answers if they notice any mistake. Others argue that oral tests make them very stressed by using some expressions like: "I freeze", "I lose words", "I forget what I have learned", "Even if I know the answer, but I cannot utter it". Students who prefer oral tests affirm that oral tests allow them to use the language and improve their speaking skill.

Question nine (09): Does anxiety affect your oral performance?

Choices	Participants	Percentage
Yes	37	61.67%
No	23	38.33%

Table (07): The Effects of Anxiety on Students' Oral Performance.

Through table (07) we notice that anxiety affects thirty seven students (61.67%) when speaking in English, while twenty three participants (38.33%) answered that it does not affect their oral performance.

How?

The students who confirm that anxiety affects their oral performance have explained that they cannot use their body language correctly, for instance, they do not keep eye contact with their audience and they lose words and ideas. Others answered that due to anxiety they make mistakes and cannot utter words, feel that all people look at them and this makes them embarrassed. Students who reported that anxiety does not affect their oral performance answer that they do not feel anxious and have no problems in speaking to public.

Question ten (10): I usually feel anxious when speaking to an audience in English:

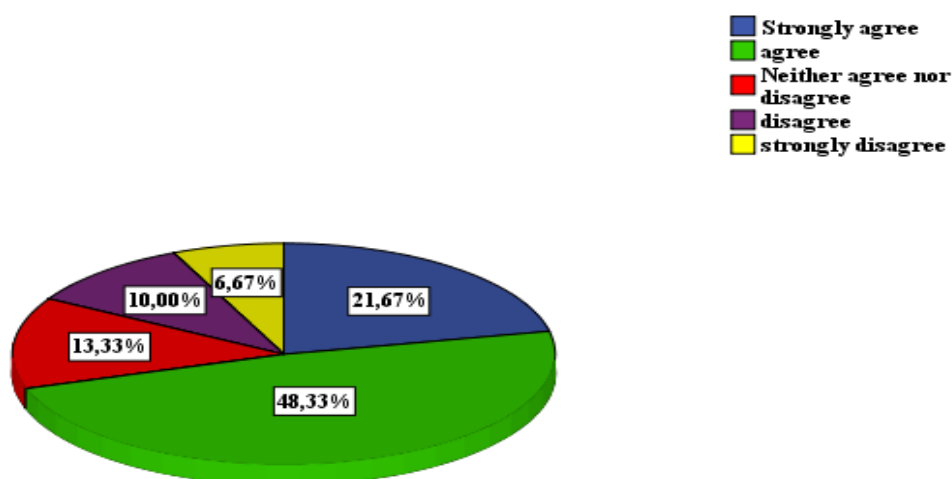


Diagram (03): The Manifestation of Anxiety in Students' Speaking in front of an Audience.

Diagram (03) indicates that nearly half of the sample (48.33%) have agreed that they feel anxious when they are required to speak English to an audience. Thirteen students (21.67%) strongly agreed with the statement. Those who are neutral are eight (13.33%). Six students (10%) disagreed and only four of the respondents (6.6%) strongly disagreed with the statement.

I.3. Section Three: Oral Presentation in Reducing Learners' Speaking Anxiety.

Question eleven (11): Do you give oral presentations in class?

Choices	Participants	Percentage
Yes	54	90%
No	06	10%

Table (08): Students' Oral Presentations.

As shown in table (08), the majority of Master 1 students with the percentage of (90%) give oral presentations in class. However, ten percent (10%) answered that they do not give oral presentation in class.

Question twelve (12): How often do you give oral presentations in class at University?

Frequency	Participants	Percentages
Once	06	10%
Twice	31	51.66%
Three times	09	15%
More than three times	14	23.34%
Never	00	00%

Table (09): Students' Frequencies of Giving Oral Presentations.

Data in table (09) reveal that nearly half of the participants (51.66%) have given oral presentations only twice. The number of students who have given oral presentations more than three times during their cursus at University is only fourteen (23.34 %). Students who have given oral presentations three times are nine (15%).The participants who have experienced oral presentation only once are four with the percentage of (10%). No one of respondents has chosen the answer "never".

Question thirteen (13): The first time I was giving my oral presentation, I was being:

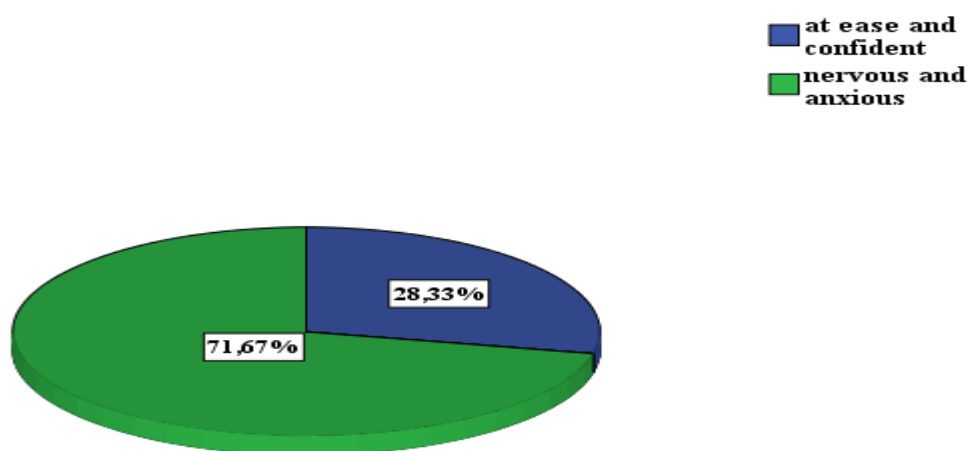


Diagram (04): Students' Feelings during their First Oral Presentation.

The diagram indicates that a significant part of the participants that corresponds to (71.67%) feel nervous and anxious when they gave their first oral presentation. However, there are seventeen students (28.33%) who were comfortable with their first oral presentation.

Question fourteen (14): If you were anxious, how can you describe your state?

Most of the participants said that they feel worry, their hearts beat quickly. Some students said that they experience shortness of breath, dizziness and hot flashes.

Question fifteen (15): Do you notice any improvement in your oral performance after giving several oral presentations?

Choices	Participants	Percentage
Yes	51	85%
No	09	15%

Table (10): Students' Attitudes towards the Role of Oral Presentations in Improving their Oral Performance.

The above table reveals that nearly most of the respondents (85%) have reported that giving several oral presentations in language classes improves their oral performance. Whereas nine of them (15%) did not notice any improvement in their oral performance.

Question sixteen (16): To what extent does the frequent use of oral presentation help you reduce anxiety when speaking?

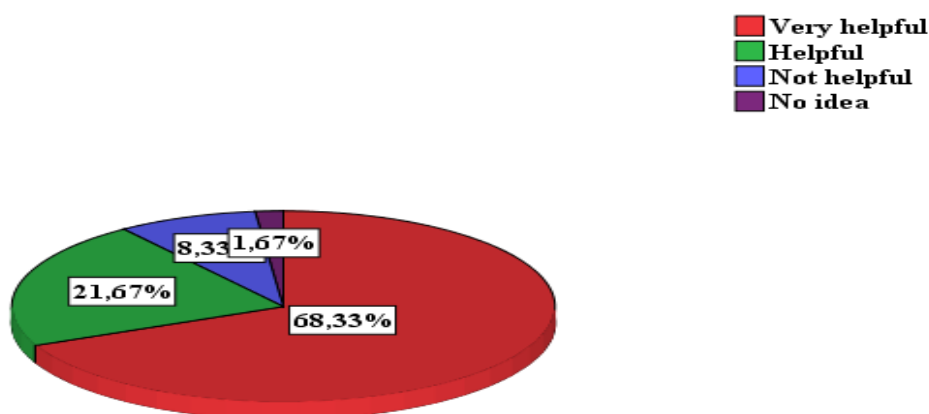


Diagram (05): Students' Opinions about the Use of Oral Presentations in Language Classes.

As shown in diagram (05), the biggest amount of the participants (68.33%) find that oral presentation is a very helpful technique to be used in foreign language classes. Thirteen students (21.67%) also consider it as a helpful technique. Whereas, five students do not find oral presentation beneficial and only one student (1.67%) has no idea about the question.

How?

Concerning the clarifications, some students have argued that oral presentations enable them to gain self-confidence, face people, discuss with them and avoid the fear of speaking to

public. Others who answered by “No” argue that oral presentation is not done in the right way because of some reasons: teachers’ domination, ignorance of the audience, difficulty of the topic being discussed, and fear of negative judgement of their teacher and classmates.

Question seventeen (17): Could you suggest other solutions or techniques for your teachers to reduce anxiety while speaking English?

Many students have not answer this question; those who have answered it, suggested some solutions among them: teachers should be friendly and create an enjoyable atmosphere with their students by making them active during the lesson; teachers should not interrupt them every time they make mistakes. Other students wished that their teachers give the opportunity to speak to all the students without exceptions. They have added that they feel less anxious when their teacher motivates and invites them to speak in class.

II. Results of Teachers’ Interview

Question (01): Do you get your students involved in speaking in class? How?

Most of the teachers answered by “Yes”to this question. One teacher said that he devotes some minutes at the end of the lesson and asks students to give a kind of summary to the lesson to check their understanding and motivate them to speak. Three teachers reported that they make use of oral presentations by dividing the syllabus into topics and ask their students to choose one of them and present it orally. Two respondents answered that they involve their students in speaking in class by integrating them to the lesson;they said that first they introduce the lesson ask their students some questions, and then discuss about the different points in order to make them active in class. Only one teacher who answered that he does not make students speak in class because of the large number of students and because of time considerations

Question (02): Do you notice a kind of anxiety in your students while speaking in English?

All the interviewees have answered that they notice anxiety in their students when speaking, but not all the students experience this feeling.

Question (03): If yes, what are the reasons behind this feeling?

According to teachers there are many reasons behind students' anxiety in the Department of English. Anxious students have not self-esteem; they do not feel confident about what they say. In addition, some students think that their classmates will laugh at them when making mistakes. Thus, they prefer not to participate in class to avoid the underestimation by their classmates. They added other reasons like: shyness, lack of preparation, lack of habit to speak in English to an audience.

Question (04): How does anxiety affect students' oral performance?

The majority of the participants said that anxiety has negative effects on students' oral performance. They argued that due to anxiety students make errors when they speak especially when they face public, they cannot explain their ideas, convince them or answer their questions. They added other effects such as: lack of concentration, wrong pronunciation, missing words and ideas.

Question (05): According to Young Dolly Jesusita (1991) the more students practice speaking, the more they feel confident and get rid of anxiety, do you agree with this statement? Please, explain?

All teachers have agreed with this statement by using this expression "Yes, I agree". They explained that the more students speak the language the more they build self-

confidence, improve their pronunciation, vocabulary, grammar, and reduce their fear and anxiety when speaking to public.

Question (06): Is the use of oral presentation helpful in reducing students' speaking anxiety? If yes, how?

Most of the teachers answered with "yes" to this question. They have reported that it is a good technique to be used in foreign language classes since it provides students with the opportunity to use the language in front their classmates, explain to them, convince them and answer their questions. They added that oral presentation is a chance for anxious students to face their anxiety by interacting with the audience.

Question (07): Could you suggest other solutions to help students overcome their anxiety while speaking?

Teachers have suggested some solutions and strategies that they may follow to reduce their students' speaking anxiety, these techniques are: motivating and inviting students to speak in class, integrating them in the lesson by asking questions and giving them time to answer, ask them to give oral presentations to practise the language, avoid immediate correction of students' mistakes. Others suggest that students must work on themselves by avoiding negative self-talk, find their weaknesses and try to work on them in order to improve their oral performance.

Conclusion

This chapter has presented the findings obtained from the questionnaire administered to sixty (60) Master 1 students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou and the semi-structured interview conducted with seven (07) teachers in the same Department. The results reveal that the phenomenon of speaking anxiety exists among Master

1 students in the Department of English and this phenomenon has negative effects on students' oral presentation. But, if oral presentation will be used frequently in the Department of English, students' anxiety can be reduced. The results of this chapter will be discussed in details in the following chapter.

Chapter Four

Discussion of the Findings

Chapter Four: Discussion of the Findings

Introduction

This chapter aims to interpret and discuss the results obtained from the two research instruments which are: the questionnaire administered to Master 1 students and the semi-structured interview conducted with teachers in the Department of English. The results then are interpreted according to the theory proposed by Horwitz, *et al.* (1986) and the literature presented in chapter one. They also aim at answering the research questions and confirm or infirm the hypotheses suggested in the General Introduction. This chapter is divided into two sections: the first one deals with the discussion of the findings of the questionnaire. The second section interprets the results obtained from the semi-structured interview conducted with teachers.

I. Discussion of Students' Questionnaire

I.1. Anxiety and Foreign Language Learning

The results of the first section of the questionnaire reveal important factors about the phenomenon of anxiety when learning a foreign language, more specifically the English language. When analyzing the first question asked in the questionnaire, we find that the majority of the respondents (91.66%) report that studying English is their first choice; this indicates that they are motivated to learn this language and this encourages them to do their best in order to succeed. However, results displayed in table two (02) indicate the opposite, since half of the participants (63.33%) affirm that English learning is a difficult task, whereas only twenty two students (36.67%) consider it as an easy process. These findings show that students in the Department of English choose to study English as their first choice, but when studying it they find difficulties, among these difficulties they claim that anxiety is one of

their major obstacles that hinder their abilities when learning English. In this context Horwitz, *et al.* (1986) argue that many people have a mental block against learning a foreign language although they may be good learners in many situations, strongly motivated and have sincere liking toward the target language, but they face an obstacle that prevents them from achieving their goals. This obstacle is named: Anxiety. From these results, we can say that Master 1 students in the Department of English consider learning English as a difficult process because of anxiety.

Concerning question four (04) dealing with students' opinions about the most difficult language skill, the results show that more than half of the participants (55%), as expected, consider the speaking skill as being the most difficult. This was supported in Horwitz, *et al.* theory (1986, p.132) which claims that “*Speaking in the target language seems to be the most threatening aspect of foreign language learning*”.

The findings obtained from the first section of the questionnaire, prove that anxiety is one of the obstacles that learners face when learning a foreign language.

I.2. Effects of Anxiety on Students' Oral Performance

The second part of the questionnaire deals with the effects that anxiety has on students' oral performance. The findings displayed in Diagram (01) show that nearly most of Master 1 students (90%) like speaking in English, but when we asked them about their feeling when speaking this language in class the majority of Master 1 students (63.33%) claim that they feel anxious and nervous when speaking in English in class. This indicates that students face the problem of anxiety especially when speaking. In this regard, Horwitz, *et al.* (1986, p.126) say that “*Difficulty in speaking in class is probably the most frequently cited concern of the anxious foreign language students*”. From this we conclude that anxiety affects more students' speaking skill comparing to the other language skills, thus students avoid taking part

in the learning process and prefer to be silent. These results confirm the first hypothesis cited in the general introduction which is concerned with Master 1 students' experience of anxiety when speaking in English in class.

As for the findings presented in Diagram (02), they show that (38.33%) of Master 1 students in the Department of English are anxious to speak in English in class because of communication apprehension. This result indicates that students have difficulties to communicate in class and this inhibits them to express themselves in the foreign language. In his side McCroskey (1984) defines communication apprehension as an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person or persons. As a result communication apprehension can be considered as a major obstacle that students face in language classes.

Another source of anxiety supported by (36.66%) of the respondents is fear of negative judgement. This means that Master 1 students in the Department of English are afraid when their teachers evaluate them negatively or point at each mistake they make, or when their classmates laugh at their mistakes, these provoke the feeling of anxiety on them. In their theory Foreign Language Classroom Anxiety, Horwitz, *et al.*(1986) define fear of negative judgement as apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively. From this we deduce that, students' fear of making mistakes in front of their classmates and their teacher or being negatively judged provokes stress and anxiety on them.

Other students find that lack of fluency and lack of preparation are the sources of their anxiety in class. This means that, some students who cannot speak the language in an accurate manner and confidently become anxious when they come to speak in class. Others report that they become anxious when they are not prepared to speak. Thus, we say that Master 1

students in the Department of English experience anxiety in class and its causes differ from one student to another.

Results obtained from question eight (08) reveal that most of the participants (70%) prefer to take a written test rather than an oral one. This shows that students feel more anxious when they are orally tested. Their arguments about this were: *“In written tests I have more time to read and answer the questions”*, *“written tests are less stress provoking comparing with oral tests”*. Others answered that: *“Oral tests are stress provoking”*, *“When I start to speak I panic and forget all what I have learned”*, *“I freeze”*, *“I cannot utter words”*. Students’ dislike of oral tests is generally due to their anxiety; this was supported by Young (1990) who claims that students often associate anxiety with speaking in Class. That is to say students avoid taking an oral test because of their anxiety.

As for the results obtained from question nine (09) which deals with the effects that anxiety has on Master 1 students’ oral performance. Most of the respondents (61.67%) agree that anxiety does affect their oral performance especially when speaking to an audience and this hinders their communicative capacities. McCroskey (1984) claims that students experience higher levels of anxiety when they speak a foreign language, but the most anxiety provoking is having to speak or perform in front of others. Students support their answers by saying that:

“I cannot keep eye contact with my classmates and my teacher”, *“I feel very anxious and I cannot explain my ideas”*, *“I make mistakes especially grammatical ones”*, *“I am blocked and I forget words”*, *“I utter words wrongly”*, *“I feel that all people look at me and this makes me embarrassed”*. Ely (1986) says that anxious students forget previously learned materials, less volunteer to answer questions, tend to be more passive in classroom activities.

These answers show that anxiety affects negatively the speaking skill of the majority of students, which confirms the second hypothesis suggested in the General Introduction.

Diagram three (03) shows that nearly half of the sample (48.33%) agrees that they feel anxious when they are required to speak English to an audience. This proves that the majority of students develop the feeling of anxiety each time they are asked to speak in English in class and face their classmates and teacher. In this context Essberger (2013) affirms that standing in front of a group and presenting and talking can be a daunting task for many people especially for language learners.

I.3. The Role of Oral Presentations in Reducing Learners' Speaking Anxiety

The findings displayed in table seven (07) show that the majority of the participants (90%) were introduced to the experience of giving oral presentation at University. However, the minority which stands for (10%) said that they have never give oral presentation during their studies at the department of English. This implies that teachers in the previously mentioned department are starting to use oral presentations as part of their lessons. These results are supported by what Meloni and Thompson (1980) said about oral presentations where they argue that an organized oral presentation is a provider of learning experience and a means to teach lifelong skills that will be beneficial in all school subjects and later on their future academic career.

In the following question, students are asked to say how many oral presentations they have given at university. From the obtained results, it appears that Master 1 students are not really familiar with oral presentations at university. In fact, the research revealed that only fourteen students (23.34%) had the opportunity to give oral presentation frequently (more than three times). Meanwhile, the majority of participants (51.66%) confirm that they gave oral presentations only twice during their eight semesters of studies at the department of

English. The others (as a whole 25%) have either presented once or three times an oral presentation. Thus, these results confirm what has been said in the general introduction concerning the use of oral presentations in lessons. That is to say, oral presentation is not used by all teachers as a main tool in teaching English as a foreign language. This lack of using oral presentations may be originated from lack of time or long programs. This may show also that classes of English are still teacher centered where the teacher explains the lesson and the students receive information. Thus, teachers should introduce oral presentation as an ELT technique in their lessons in order that students will benefit from it.

Although oral presentation is a constructive activity for students to speak better English and acquire the communicative skills, oral presentation can be a stressful experience for many students who do not have this technique as a routine in their studies. As concerns Master 1 students feelings when they gave oral presentation for the first time, nearly the most (71.67%) of the informants confirm that they were very anxious and worried during this experience.

The findings obtained from the open-ended question, where students tried to give a description of their state during their first oral presentation show that anxious students noticed some changes in their behaviours and emotions. One student reported: *“I feel my heart beats very quickly and have troubles in breathing”* another replied by saying *“from time to time, I feel hot. Sometimes, I cannot concentrate on what I am saying and even I cannot hear the comments of my teacher or friends”*. In addition, students suffering from speaking anxiety present other signs like: dizziness and worrying. These features of anxiety were explained by Krinis (2007) who asserts that anxious students in foreign language classes experience physical, emotional and behavioural manifestations. He includes accelerated heart beats, increased respiration, sweating, freezing and lack of concentration.

The findings of table nine (09) demonstrate that (85%) of the students notice some kind of improvement and amelioration in their oral performance when giving several oral presentations. Thus, students consider oral presentations as a useful technique in developing their speaking skill through building confidence, becoming more fluent and learning how to address to an audience. In this sense, King (2002) argues that oral presentations allow students bridging the gap between language study and language use. In other words, oral presentations give the opportunity for students to practice all the language rules they have learned like: grammar rules, vocabulary and pronunciation. This contributes to the development of their communication skills.

In response to question fifteen (15) which has been devoted to know if participants consider oral presentations as a helpful strategy in reducing learners' anxiety when speaking, the majority of them answered positively. Most of the participants (90% as a whole) report that the frequent deliverance of oral presentations is a great chance for them in alleviating anxiety when speaking in front of the audience. King (2002) has defended the integration of oral presentations in foreign language classes to gain confidence when speaking to a public; he considers oral presentation to be a powerful tool that provides learners with training to face the audience by addressing them in English. Therefore, we can say that if students become more familiar with giving oral presentations, they would see the audience including teachers and classmates as a supportive atmosphere rather than an anxiety provoking one. These results are in conformity with the third hypothesis proposed in the General Introduction which states that if teachers in the Department of English make use of oral presentations as an ELT technique in their lessons, this will alleviate the phenomenon of speaking anxiety.

From the answers of students on question sixteen (16), we obtained valuable suggestions on what can teachers do in order to reduce their students anxiety while speaking in English. They said: *“teachers should be friendly and create an enjoyable atmosphere*

inclass”, *Make us active during the lesson*”. They added that, “*Teachers should not point at each mistake we make*. Moreover, students find that a motivating teacher who invites all his students to take part in the lesson by speaking in English has positive effects in reducing their anxiety. In addition to this, students claim that teachers’ use of some supportive expressions like: carry on, that’s right, good, that’s fascinating, excellent, motivate them to take an active role in the classroom. From the results mentioned previously, we conclude that teachers play a great role in reducing their students’ anxiety in speaking, since they have the authority to manage the classroom and students’ learning.

II.1. Discussion of the Results of Teachers’ Interview

The second instrument used in this study is, the semi-structured interview conducted with teachers in the Department of English. The results obtained from the interviewees helped us to get deep information about the phenomenon of anxiety and oral presentation.

The findings of the interview show that most of the teachers get their students involved in speaking in class. The techniques used differ from one teacher to another. Some of them ask students to give a kind of summary of the lesson; others use oral presentations, or integrate students into the lesson, ask students to do a pair work. Teachers’ responses indicate that they motivate their students in class to speak in order to practise more the language skills and to develop their communication skills.

Concerning teachers’ opinions about the fact of noticing or not anxiety on their students when speaking in English in class. Most of them report that their students experience anxiety specifically when speaking in front of their classmates and their teacher. They said that they notice that anxious students: avoid taking part in the lesson, do not participate, avoid volunteering answer questions in class, become shy and sit generally at the back of the class. They add that, students experiencing anxiety are silent all the time. The reasons behind these

according to teachers are: lack of self-esteem and confidence, shyness, lack of preparation, fear of negative judgement from others (teacher or classmates). They add that, students who have not the tendency to interact and participate in class find difficulties to speak English. From these, we can say that teachers in the Department of English at MMUTO notice anxiety on their students especially when it comes to speak English in class.

As regards the effects of anxiety on students' oral performance. The majority of the interviewees report that anxiety has a negative effect on students especially when speaking in class. They argue that due to anxiety students make errors without paying attention to them, they have difficulties to explain their ideas, convince or answer the audience questions. They add that other students refuse totally to speak because they are afraid to make mistakes, or being negatively judged by others. The obtained results prove that teachers in the Department of English consider anxiety as a major obstacle that learners face when learning a foreign language. This phenomenon affects more the speaking skill, because students find themselves in a situation where they are obliged to speak in English in front of the whole class and this frightens them and raises their stress and anxiety. Therefore, we figure out that anxiety affects negatively most students in the Department of English especially their speaking skill.

All teachers in the Department of English agree with Young Dolly Jesusita's statement (1990) that the more students practise speaking the more they feel confident and get rid of anxiety. They argue that through using language in different contexts, students enrich their vocabulary, develop their grammar, and pronounce correctly. Moreover, when students speak English frequently in class in front of their classmates and teacher, this decreases their stress and fear of speaking to public and build self confidence. To support this, we rely on Young (1991, p.545) who claims that: "*Students would feel more confident about speaking in class if they practised speaking more*".

Concerning the teachers' points of view on integrating oral presentations in different modules in the Department of English as a tool that can lower the feeling of anxiety among students, teachers state that it is a helpful technique to be used in foreign language classes. They added that if oral presentation is well prepared and organized by students and used frequently in class, it will contribute a lot in reducing their speaking anxiety. In this context King (2002) speaks about the importance of oral presentation in EFL classes, he says that it is an effective communicative activity that has been adopted by EFL conversation teachers to promote and develop oral proficiency. Teachers add that students can treat their phobia of speaking by training themselves to use the language more and more either in class or outside. Thus, teachers are for the use of oral presentations in classes of English since they allow students to deal with the origin of anxiety during speaking in English.

In the last question of the interview, we asked English teachers to suggest some solutions and techniques to reduce their students' anxiety when speaking English. The interviewees suggest different strategies, which are: motivating and inviting students to speak in class, integrating them into the lesson by asking questions and giving them time to answer, ask them to give oral presentations to practise language to improve their speaking skill, avoid the immediate correction of students' mistakes. They add that students in their side should work on themselves by avoiding negative self-talk, find their weaknesses and try to work on them in order to improve them. These techniques can help English students to improve their communication strategies and develop their speaking skill. Thus, we can say that teachers can adopt some strategies that can help their students to develop their speaking skill and get rid of anxiety.

Conclusion

This chapter interprets the findings obtained from the two research instruments. It is divided into two sections. The first section discusses the findings of the students' questionnaire. The second one deals with the interpretation of the results of teachers' interview. In this chapter, the research questions of the study have been answered and the hypotheses have been confirmed. From the results obtained from both students' questionnaire and teachers' interview, we conclude that, Master 1 students in the Department of English experience anxiety when speaking in English, which negatively affects their oral performance, but if oral presentation will be used frequently in English classes; learners' speaking anxiety can be reduced.

General Conclusion

General Conclusion

This study has explored the correlation between learners' speaking anxiety and oral presentation implemented in the Department of English at Mouloud Mammeri University. The research seeks out to find if the frequent use of oral presentations when learning English as a foreign language can be an effective technique for Master 1 students to reduce their anxiety when speaking. Using Horwitz, *et al* (1986) on Foreign Language Classroom Anxiety and working on oral presentation framework, this study has attempted to shed light on the phenomenon of speaking anxiety in the Department of English and its negative impacts on students when speaking in English in front of the audience. Furthermore, we have hypothesized that Master 1 students experience anxiety when speaking in English which has negative effects on their oral performance. But if oral presentations are integrated more in language classes, students will get rid of their fear of speaking in front of public.

This study has two main objectives. The first objective is to find out whether Master 1 students experience anxiety when speaking the English language in class or not. The second one is to suggest a technique to lower their speaking anxiety which is oral presentation.

In order to conduct this investigation, a mixed method approach has been adopted which combines both quantitative and qualitative methods for gathering data. These data, indeed, were drawn from two distinctive data collection instruments which are: a questionnaire distributed to sixty (60) Master 1 students who were selected randomly in the Department of English. Likewise, a semi-structured interview is conducted with seven (07) teachers in the same Department. For the analysis of the quantitative data, we have used the computer program SPSS (Statistical Package for Social Sciences) to deal with numerical data.

In addition, qualitative content analysis (QCA) is used for the interpretation of non-numerical data gathered from the open-ended items of the questionnaire and the interview.

Through the analysis of the findings obtained from the questionnaire and the interview, we find that both teachers and students are aware of the existence of the phenomenon of anxiety and consider it as a major obstacle when learning a foreign language. This phenomenon is manifested more in students speaking skill compared to the other language skills and hinders them from communicating appropriately in foreign language classes.

Students' oral performance is affected negatively by anxiety. These effects are : students make mistakes when speaking, they have difficulties to express their ideas, use body language wrongly, do not participate in class, avoid answering questions, prefer to sit at the back of the classroom to avoid interaction with others. Thus, anxiety impedes students abilities to speak in English.

Oral presentations are suggested as a helpful technique for students to lower their anxiety when speaking in English if it is used frequently in English classes. Oral presentation is a good opportunity for learners: to use the language, enhance students speaking and listening skills, have the tendency to speak in English to an audience, gain self-confidence and get rid of fear when delivering a speech to public and help them in their professional career for example, when seeking for a job or when becoming a teacher. Thus, we conclude that if oral presentations are integrated in different modules in the Department of English, students will be familiar with the use of this foreign language and more essentially speaking it to public more confidently.

Based on these findings, we can say that this study has confirmed the research hypotheses, that Master 1 students in the Department of English experience anxiety in

language classes and this feeling affects more their oral performance. But if they practice more the language through oral presentations, their anxiety will be reduced.

As far as the limitations faced in conducting this research, many students refused to answer the questionnaire because they were in period of exams. The other obstacle was that we wanted to investigate this topic using the experimental research, but it was not possible because of time limitations.

To develop this study further, other studies can be conducted by suggesting other solutions to the phenomenon of anxiety in foreign language learning.

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Appendices

Appendix 01

Student's Questionnaire

Dear Students,

We will be very thankful if you answer this questionnaire, which aims to gather information about the existence of anxiety when speaking in English (speech anxiety is the fear of speaking to an audience), its effects on students' oral performance and the use of oral presentation as a technique to reduce it. Be sure that your answers will be used for academic purposes and will remain anonymous and confidential. Please tick (✓) the appropriate answer and give complete answers when needed.

Thank you for your time and collaboration.

Section One: Anxiety and English language learning

1. Is studying English your first choice?

Yes

No

2. How do you find English learning at University?

a. Easy

b. Quite difficult

c. Difficult

d. Very difficult

3. If it is difficult, is anxiety the reason behind your difficulties?

Yes

No

4. Which language skill is the most difficult for you?

a. reading

b. writing

c. speaking

d. listening

Section two: Effects of Anxiety on Students' Oral Performance

5. Do you like speaking in English in class?

Yes

No

6. How do you feel in class when speaking in English?

Relaxed and confident

Anxious and worried

7. According to you, what are the reasons of your speaking anxiety?

a. lack of fluency

b. lack of preparation

c. fear of negative judgment

d. communication apprehension (fear of speaking in the target language to an audience)

8. Do you prefer to make a written test or an oral test?

Yes

No

Please justify your answer?.....

.....

9. Does anxiety affect your oral performance? How?

Yes No

How?.....
.....

10. I usually feel anxious when speaking in English to an audience:

a. strongly agree

b. agree

c. neither agree nor disagree

d. disagree

e. strongly disagree

Section Three: Oral Presentation in Reducing Learners' Speaking Anxiety.

11. Do you give oral presentations in class?

Yes No

12. How often have you given oral presentations at University?

a. once

b. twice

c. three times

d. more than three time

e. Never

13. The first time I have given my oral presentation, I was being:

a. at ease and confident

b. nervous and anxious

c. others, please specify.....

14. If you were anxious, how can you describe your state?.....

.....

15. Do you notice any improvement in your oral performance after giving several oral presentations?

.....

.....

16. To what extent does the frequent use of oral presentation help you reduce anxiety when speaking?

a. very helpful

b. helpful

c. not helpful

d. no idea

How?.....

.....

17. Could you suggest other solutions or techniques for your teachers to reduce anxiety while speaking English?

.....
.....
This space is devoted for further comments and suggestions.....
.....
.....

Thank you for your answers.

Appendix 02

Teachers' Interview

This interview is part of our research entitled “The Co-relation between Learners’ Speaking Anxiety and Oral Presentation” in the Department of English, at Mouloud Maammeri University of Tizi-Ouzou. This interview investigates the existence of speaking anxiety and its effects on Master I students’ oral performance, and the use of oral presentation as a technique to reduce students’ speaking anxiety in the Department of English at MMUTO. The results of this interview will be used for academic purposes.

Thank you in advance for your collaboration.

- 1) Do you get your students involved in speaking in English in class?
- 2) Do you notice a kind of anxiety in your students while speaking in English?
- 3) If yes, what are the reasons behind this feeling?
- 4) How does anxiety affect students’ oral performance?
- 5) According to Young Dolly Jesusita (1990) the more students practice speaking the more they feel confident and get rid of anxiety? What do you think of that?
- 6) Is the use of oral presentation helpful in reducing students’ speaking anxiety? If yes, how?
- 7) Could you suggest other solutions to help students overcome their anxiety while speaking?