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An Investigation of The Foreign Language
Speaking Anxiety among EFL Advanced-
level students: The case of Master Two
Students at Tlemcen University

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Dedication

*Throughout the hard moments ,and the difficult time ,one person was always been there for me , I would dedicate this thesis and everything I do to my mother **Chekkaf Rachida** , I will never finish thank you for everything you do for me.*

To my family who have supported me throughout the process. I will always appreciate all they have done.

Also, to my friends who share the university life with me.

To all who I love

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Abstract

Although foreign language anxiety is a widely explored subject in the area of Foreign Language teaching, studies that focus on the speaking anxiety in EFL advanced levels, are not common. To fill this gap, the present study aims at investigating the phenomenon in an EFL context and analyzes the levels of EFL students' speaking anxiety. In addition, it provides an insight into the nature of the main source of speaking anxiety from the advanced learners' perspective. To reach this end , an exploratory case study research was conducted in the university of Tlemcen in which data were gathered from thirty five (35) second year EFL master students, through a questionnaire (Foreign Language speaking Anxiety Scale), as well as through classroom observation checklist. The obtained results were analysed quantitatively and qualitatively. The results of the study revealed that the students generally had a moderate level of speaking anxiety. The data also revealed that the fear of oral exams was their major anxiety-provoking. The observation results showed that the speaking anxiety affects negatively the oral performance of the majority of students. Lastly, on the bases of the findings obtained in this study, some suggestions and recommendations are drawn for EFL teachers and learners to cope with the speaking anxiety and to improve the oral performance in class.

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List of Abbreviations

SA: Speaking Anxiety

FLA: Foreign Language Anxiety

FLSA: Foreign Language Speaking Anxiety

FLSAS: Foreign Language Speaking Anxiety Scale

FLCAS: Foreign Language Classroom Anxiety Scale

EFL: English as a Foreign Language

General Introduction

Anxiety is one of the most well-documented psychological phenomenon in the EFL context which stands as a main block learners have to overcome in language classes, especially when it comes to speaking.

Speaking Anxiety is one of the most frequently observed problems in EFL classes that most of learners encounter . According to Young (1990) , Speaking in the foreign language is often considered by students as their most anxiety producing experience. It was found to be pervasive among low proficient learners who are highly insecure of their speaking competence and linguistic abilities.

The interest of this study comes from the question whether the speaking anxiety can be observed among advanced learners as master students who are supposed to express themselves easily in English ,it also concerns to elicit the main source of this problem .

The result of this study would help master students to indentify the main source of their speaking anxiety and to suggest solutions to make their plans of development and achievement more effective.

For this purpose, three main research questions are addressed in this study:

- In spite of the fact that master students are considered as advanced-level language learners, do EFL master students experience foreign language speaking anxiety (FLSA) in language classrooms? If so, what is its level?
- What is the main source of EFL master students' foreign language speaking anxiety?
- Does the foreign language speaking anxiety affect EFL master students oral performance?

The possible answers to these questions formulate the following hypothesis:

- The foreign language speaking anxiety is pervasive among EFL master students and they experience a moderate level of it.

General Introduction

- The main source of EFL students' foreign language anxiety is the fear of the negative evaluation.
- The foreign language speaking anxiety (FLSA) affects pronunciation, vocabulary and grammar of EFL master students while speaking.

This dissertation is divided into two interrelated chapters. The first one reviews the literature on foreign language anxiety. First, it gives some insights into what anxiety is in general. Next, it highlights some of the main studies on foreign language anxiety and speaking anxiety. Also, it sheds the light on the components and the sources of anxiety .Finally, it emphasis to draw a clear understanding of the foreign language anxiety scale which is believed to play a crucial role in measuring the degree of speaking anxiety and to elicit the main source of it.

The second chapter is the practical one, which is entitled “The Field Work”. This section provides a clear explanation of the methodology used in this research, the sample population as well as the instruments used to gather data. Then, the obtained data were analyzed, interpreted then discussed. In addition, it seeks to answer the research questions by confirming or disconfirming the proposed hypotheses. Besides, some suggestions and recommendations are provided for teachers and learners.

1.1 Introduction

There is no doubt that the majority of second foreign language learners experience various degrees of anxiety when they are exposed to use the language in front of the class or other people, this is widely correct even when they possess a good language abilities.

A foreign language anxiety, a well-known effective factor has been considered as a crucial effective psychological variable in the process of language learning simply because anxiety can badly obstructs the process of learning. So, many problems can arise and affect the outcomes of the students. This chapter will have some insights into what is anxiety in general, what is speaking anxiety in particular, and its types and sources.

1.2 Definition of Anxiety

In order to understand the specific type of anxiety that learners experience in a foreign language classroom, it is necessary to first consider anxiety in general terms.

As a complex psychological term, anxiety is described as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p. 1). Anxiety is a negative way to present human feelings when they are anxious, nervous, worried, and fearful.

In its simplest form, anxiety can be defined as “a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating” (Davu and Palladino cited in Kelly, 2002, p. 54). The Concise Oxford Dictionary states four meanings to anxiety: “1. State of being anxious-troubled, uneasy in mind; 2. Concern about the future; 3. Earnest desire (as in anxious to please or to succeed); 4. Morbid state of excessive uneasiness” (cited in Crozier, 1997, p.123). In plain words, anxiety is usually associated with unpleasant feelings and it is similar to fear.

Anxiety tends to affect students' learning language in an often extreme way, because it can totally obstructs students from achieving their goals in learning due to the state of dread, uneasiness and fearful, and do not feel secure from classroom environment "Among other affective variables, Anxiety stands out as one of the main blocking factor for effective language learning." (Nascente, 2001, p.18).

1.3 Foreign Language Anxiety (FLA)

In the context of language learning, anxiety is defined as one of significant factors that influence the level of achievement in foreign language learning. Language researchers have long been interested in the topic of foreign language anxiety. According to MacIntyre is "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre, 1999, p. 27). Also, Coryell and Clark reveal that "is the tendency to experience an anxious response during language learning interactions". (Coryell and Clark reveal, 2009, p.484)

However, earlier studies conceptualized foreign language anxiety as a transfer or other types of anxiety (i.e., trait anxiety, test anxiety, or public speaking anxiety) in language learning. The construct of foreign language anxiety was proposed by Horwitz, et al. (1986). They were the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning. According to Horwitz et al. foreign language anxiety is "a distinct complex of self-perceptions, feelings, and behaviours related to classroom learning arising from the uniqueness of the language learning process." (Horwitz et al, 1986, p. 128). Other researchers also proposed similar definitions; Oh (1992) maintains that foreign language anxiety is a situation-specific anxiety students experience in the classroom, which is described by negative self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions. In a similar vein, Macintyre and Gardner (1994) point out that the foreign language anxiety is the feelings of tension and apprehension,

which are specifically associated with activities in a second language learning context. Broadly speaking, foreign language anxiety is the most commonly experienced hurdle in language classes that can impact negatively on students' foreign language learning.

Foreign language anxiety has numerous manifestations which include concentration difficulties ,distortion of sounds, worry and dread ,lack of comprehension ,errors, frustration, forgetting words and phrase just learned, refusing to speak and remaining silent, complaining of difficulties in discriminating the sounds and structures of a foreign language message , over study without any improvement in grades, avoiding eye contact , avoiding activities in class, coming unprepared to class, cutting class, students who experience high anxiety tend to not even attempt to participate and often avoid use of the target language entirely (Hortwiz, et al., 1986; Young, 1991, ;Coryell & Clark, 2009 ; Ewald, 2007)

To sum up , foreign language anxiety or xenoglossophobia is the feeling of worry,frearful,unease,dread ,nervousness and apprehension ,experienced when learning or using a second or foreign language. These feelings may stem from any second/foreign language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening.

1.4 Foreign Language Speaking Anxiety (FLSA)

Speaking is the dynamic use of language to express meaning, and for EFL learners the speaking is the instrument through which another language is experienced, comprehended and learnt. Speaking is a productive one among four language skills. In nowadays language classrooms, students try to enhance this productive skill in different ways. They perform orally in front of a group; they make oral presentations or participate in group discussion, they are sometimes called on to speak by their teacher in the target language or they are

called to participate in the class. All these challenging speaking tasks may sometimes impact the learners and not surprisingly such sentences uttered by them:

“I always feel nervous when speaking English”.

“I feel bad in my mind because I wonder why I can’t speak English very well.”

“My English appear is not good enough; I can’t express very well.”

“Sometimes I feel stupid, some people look at me, a strange man, cannot Speak good”.

(Tanveer, 2007, p. 1)

Foreign language students, generally, claim that speaking in the target language is the most anxious producing experience. Speaking has been generally identified as the most anxiety-provoking skill associated with foreign language learning. For example, Horwitz and Cope (1986) recognized communication apprehension to be conceptually relevant to foreign language anxiety. Among many other researchers, Young (1990) states that speaking tasks requiring in front of class and particularly performance produce the most anxiety from the students’ perspective and learners experience more anxiety over speaking than other language skills.

Palacios (1998) reveals that speaking caused the most anxiety situation among the learners. Price (1991) points out that in the foreign language learning process the most anxiety-provoking thing, according to her students, was to speak the target language in front of their peers.

For that, several research studies have been carried out related to students’ foreign language speaking anxiety. In his study, Huang (2004) investigates speaking anxiety among EFL non-English university students in Taiwan, and figures out that students experience a high level of speaking

anxiety. Also, Price (1991) found that speaking in front of their colleague is a very anxious provoking task for the foreign language learners, because the learners were afraid of making mistakes in pronunciation and in front of their classmates. Similar findings concerning students' speaking anxiety found by Koch and Terrell (1991) they report that tasks observed in the Natural Approach such as oral presentations, role-playing, and defining words are the most anxiety producing ones. Moreover, Liu and Jackson (2008) carried out a large scale research study on 547 Chinese EFL students, they concluded that students experience a high level of foreign language speaking anxiety and is a powerful predictor for reluctance to communicate in foreign language classes.

To conclude, foreign language speaking anxiety is a common phenomenon in the learning of English as a foreign language .In fact, Students in foreign language classrooms generally report that speaking in the target language is the most anxiety producing experience.

1.5 The sources of Foreign Language Anxiety

Considering the sources of Foreign Language Speaking Anxiety (FLSA); empirical researches have shown a positive correlation between communication apprehension , test anxiety , fear of negative evaluation and speaking anxiety . (Horwitz et al. 1986 , kitano ,2001).

1.5.1 Communication Apprehension

In considering language speaking anxiety, communication apprehension is a crucial factor to take into account .It is a type of shyness characterized by fear of anxiety about communication with people. McCroskey defines communication apprehension as “an individual's level of fear or anxiety associated with either real or anticipated communication with another person” (McCroskey ,1977, p. 78). It refers also to worry about oral communication (Horwitz et al., 1991). It occurs in cases where learners lack mature

communication skills although they have mature ideas and thoughts. It is concerned with both L1 and L2. In the L2 domain; it manifests itself in anxiety about speaking the target language (oral communication anxiety), especially speaking in front of an audience, and an apprehension about not understanding or misinterpreting L2 messages (receiver anxiety) (Wheless, 1975). Students who exhibit communication apprehension do not feel comfortable while communicating in the target language in front of others, due to their limited knowledge of the language, especially in relation to speaking and listening skills. Moreover, Tanveer (2007) points out that when instructors treat students' errors negatively, their fear of making errors will be aggravated.

1.5.2 Test Anxiety

An understanding of test anxiety is also related to the discussion of foreign language speaking anxiety. Test anxiety, it could be defined as a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in different situations. This type of anxiety concerns apprehension towards academic evaluation which is based on a fear of failure. Also it is explained by Horwitz, "as a type of performance anxiety stemming from a fear of failure" (Horwitz, 1986 p. 127).

Generally, test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Also, it causes students to put non-realistic demands on themselves any mark less than excellent will be considered as a failure for anxious students.

With regard to testing and teaching procedures, the most common anxiety-provoking factor has been observed to be oral exams (Huang, 2004). Oral tests have the ability of provoking both test and oral communication anxieties simultaneously in some students. While some classroom tasks like group work or pair work have been revealed to be less anxiety-provoking, speaking at the front of the class or oral presentations have been found to be among the major

sources of anxiety. For instance, in a research held by Wörde (2003), it was found that the students felt anxious in public speaking activities because they think their classmates are critical of their performance or will laugh on them.

1.5.3 Fear of Negative Evaluation

Regarding fear of negative evaluation, is defined by Horwitz, and Cope as “apprehension about other’s evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz, and Cope, 1986, p. 128). In addition, it refers to individuals’ worries about what others think about them and considering that these thoughts are usually negative (Horwitz et al. 1991).

Generally, Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their classmates. Some learners regard using the language for evaluation, when they think that they lack the necessary linguistic competence to express themselves, they are afraid about giving an improper social impression about themselves (Aydın, 2001). As a result, they are silent and withdrawn most of the time, reluctant to speak, and do not participate in language activities (Ely, 1986).

Opposed to test anxiety which is limited to only test-taking situations, fear of negative evaluation is broader in aim and may occur in social evaluative situations such as interviewing for a job or speaking in a second/foreign language class (Horwitz, Horwitz, and Cope, 1986). It is also broader in the sense that it pertains not only to the teacher’s evaluation of the students but also to the perceived reaction of peers as well.

1.6 The instrument used for language anxiety research

The most commonly used tool for measuring foreign language anxiety (FLA) is the foreign language classroom anxiety scale (FLCAS), it has been used in the majority of the research involving anxiety and was aimed at probing students' experiences of anxiety related to the learning of a foreign language in the classroom context "The Foreign Language Classroom Anxiety Scale was developed so, as to provide researchers with a standard instrument for such purpose " (Horwitz 1986, p. 559) . It is an instrument that was designed by Horwitz which contains 33 statements that are assessed on a 5 point scale (1 = strongly agree, 5 = strongly disagree. Students respond to statements regarding their reactions to foreign/second language classes. Possible scores on the FLCAS range from 33 to 165: the higher the score, the higher the anxiety level.

The scale's assessment topic includes three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation, which are believed to "provide useful conceptual building blocks for a description of foreign language anxiety" (Horwitz, 1986, p. 128).

However, Horwitz also emphasized that foreign language anxiety is not a simple combination of these performance anxieties transferred to foreign language learning. Instead, it is perceived as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours arising from the uniqueness of the language learning process" (Horwitz, 1986, p. 128). This scale has been used in many studies to test student levels of anxiety, but "in terms of specific language skills, the FLCAS mainly addresses anxiety associated with speaking in foreign language learning " According to Horwitz (1986, p. 126).

In its original form, translated or adapted, the FLCAS is the most widely used scale used scale for measuring foreign language anxiety in various countries all over the world and. By using FLCAS a researcher can identify anxious students who have common problems and suggest useful implications to reduce the anxiety. In addition, FLCAS is very useful because of its

significant contribution to the field of language education and it focused mainly on the reasons of the fear.

1.7 Conclusion

To conclude, the information provided above summarize the background on anxiety in general and foreign language speaking anxiety in particular. It can be seen that FLA has been established as a distinct topic and an issue special to foreign language learning. Then, foreign language speaking anxiety have been studied by many researchers and scholars and from different perspectives, the majority of the researches try to see how anxiety prevents learners to succeed in their learning through various theories.

Therefore, three important sources have been conducted on foreign language anxiety as: communication apprehension, test anxiety, and fear of negative evaluation which can negatively affect learner's language achievement and this will be covered in the next chapter.

2.1 Introduction

This chapter is the practical part of this research paper. The aim of this chapter is to give a clear representation of the steps that the research has followed. The chapter introduces the participants, and provides a complete explanation of the main instruments and the research tools that have been used, as well as the results, followed by detailed analyses of the data gathered and discussion of the findings. Then, some recommendations and suggestions were presented for both teachers and learners to reduce speaking anxiety in EFL classroom as well as strategies to enhance oral performance.

2.2 Participant and Setting

The participants of this study are selected purposively based on their learning experience with English language. The researcher chose EFL master two students that have been selected from the ELT speciality. The number of participants is 35 students. The majority of these students were women, their ages ranged from 22 to 25. The study was conducted in the department of English language at Tlemcen University.

2.3 Data Collection

In this study, two sets of data were collected through two different types of instruments. The first type is the foreign language speaking anxiety scale, and the second one is the classroom observation checklist. These tools were selected to gather as much as possible different information. It can also provide a valid and great amount of information in a short period of time.

2.3.1 The Foreign Language Speaking Anxiety Scale (FLSAS)

In order to measure the level of speaking anxiety, the Foreign Language Speaking Anxiety Scale (FLSAS) was the primary data collection tool. In the original scale, the Foreign Language Classroom Anxiety Scale (FLCAS)

developed by Horwitz et al. (1986), some items were not directly related to speaking or speaking anxiety so, some items were changed to get more specific data on the sources of speaking anxiety. In addition to the items appeared in the Foreign Language Classroom Anxiety Scale (FLCAS) the researcher added other items to the scale to conduct the research project.

The designed (FLSAS) consists of 18 statements on communication apprehension, tests anxiety and fear of negative evaluation. The scale was in the form of a five-point Likert Scale, in which the responses ranged from one strongly disagree to five strongly agree. The higher the score obtained on the scale, the higher the foreign language speaking anxiety.

The FLCAS has been reported to be a valid and reliable instrument to measure the students' foreign language anxieties (Horwitz, 1986; Price, 1991). The FLCAS was examined for reliability and validity by one of its authors Horwitz (1986), and has been shown to be reliable and its construct validity is supported by linguistic experts such as Dornyei, Horwitz, and Spolsky (Tasnimi, 2009).

2.3.2 Class Observation Checklist

A classroom observation checklist was used to observe and assess students' speaking anxiety classroom during the treatment, Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (Marshall and Rossman, 1989, p. 79). The checklist was designed by the researcher, ten classroom observations were conducted to observe students' speaking anxiety. These classroom observations helped to identify why the students feel anxious in language class speaking, and how it affects their oral communication performance.

During the classroom observations, the researcher played a participant role because the researcher is one of the students of the class and that helped the observation to be practical and effective. Schensul and Lecomote (1999)

define participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting" (Schensul and Lecomote,1999, p.91).

the students didn't know that they were being observed, so that helped the researcher to increase the validity of the study, and have a better understanding of the phenomenon under study, "one of the reasons for including participant observation in cultural studies, all of which increase the study's validity, It reduces the incidence of "reactivity" or people acting in a certain way when they are aware of being observed" Bernard (1994, p124).

2.4 Data Analysis

This section consists of processing the data obtained from the two tools used, the foreign language speaking anxiety scale and the class observation checklist. The analysis relied on quantitative and qualitative methods. The former aids to provide statistics, whereas the latter helps to give explanations according to the context.

2.4.1 The Foreign Language Speaking Anxiety Scale Results

To measure the level of speaking anxiety (SA), a questionnaire divided into 18 items was used. Since the questionnaire is a 5-graded Likert scale, the total score ranged from 18 to 90.

A total score of more than 72 demonstrated a high level of speaking anxiety; a total score ranged from 54 to 72 presented a moderate level of speaking anxiety, and participants who had a total score less than 54 showed a low level of foreign language speaking anxiety.

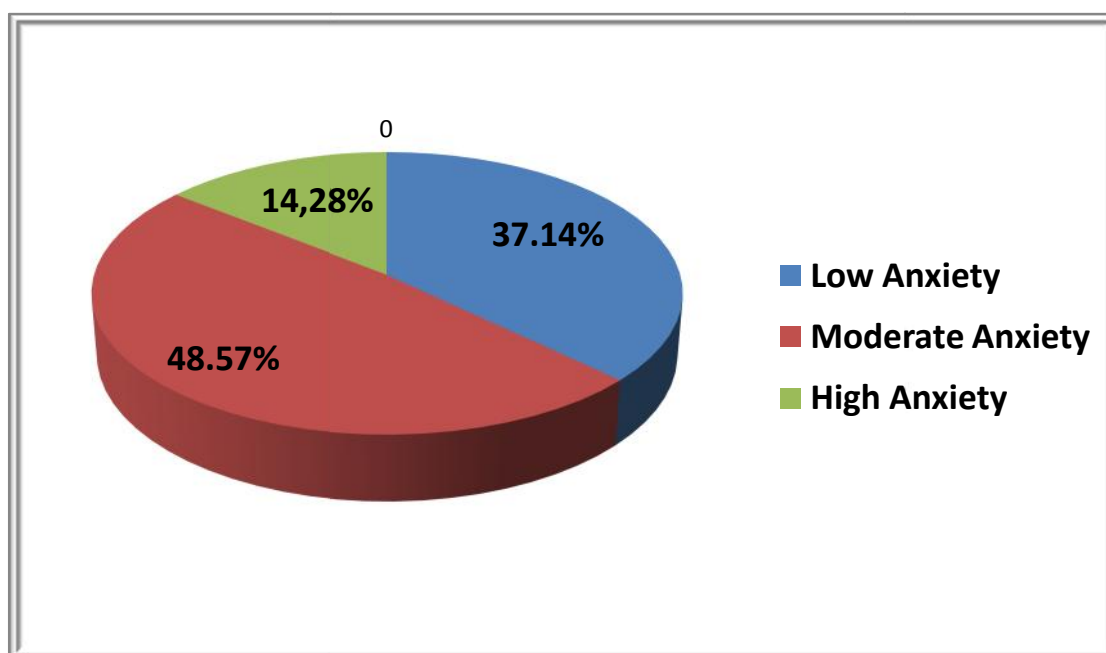


Figure2.1: Students' Level of Speaking Anxiety

After scoring the scale of each student (35 scales), it was revealed that seventeen students (48.57%) from the whole sample (35 students) experience moderate level of speaking anxiety, thirteen of the students (37.14%) had a low speaking anxiety, and five students (14.28%) show a high level of speaking anxiety.

Therefore, in order to explore the main reason of speaking anxiety, the researcher first figures out the source of anxiety of each student of high anxious level, then of moderate anxious level.

Table2.1: Sources of Speaking Anxiety

Sources of Anxiety	No. of Items
Communication Apprehension	1,2,3,4,5,6
Fear of the Negative Evaluation	7,8,9,10,11,12
Test Anxiety	13,14,15,16,17,18

The table shows the three domains included in the questionnaire, and the number of items in each domain, they are test anxiety (6 items), communication anxiety (6 items), and fear of negative feedback anxiety (6 items).

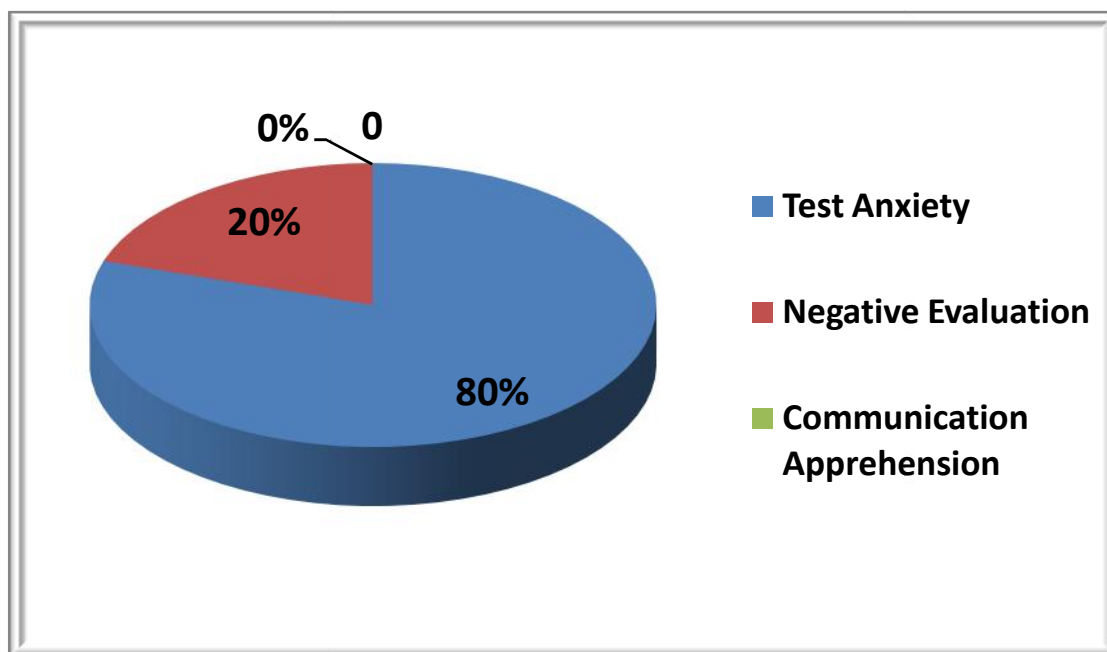


Figure 2.2: The Source of Speaking Anxiety of High Anxious Students

According to this chart, the result indicates that from the whole number of high anxious students (five students), four students' responses show that test anxiety is what provokes their speaking anxiety, and only one student's score reveals that he is highly anxious due to the negative evaluation, also the results demonstrates that communication apprehension was not a source of anxiety among the high anxious student.

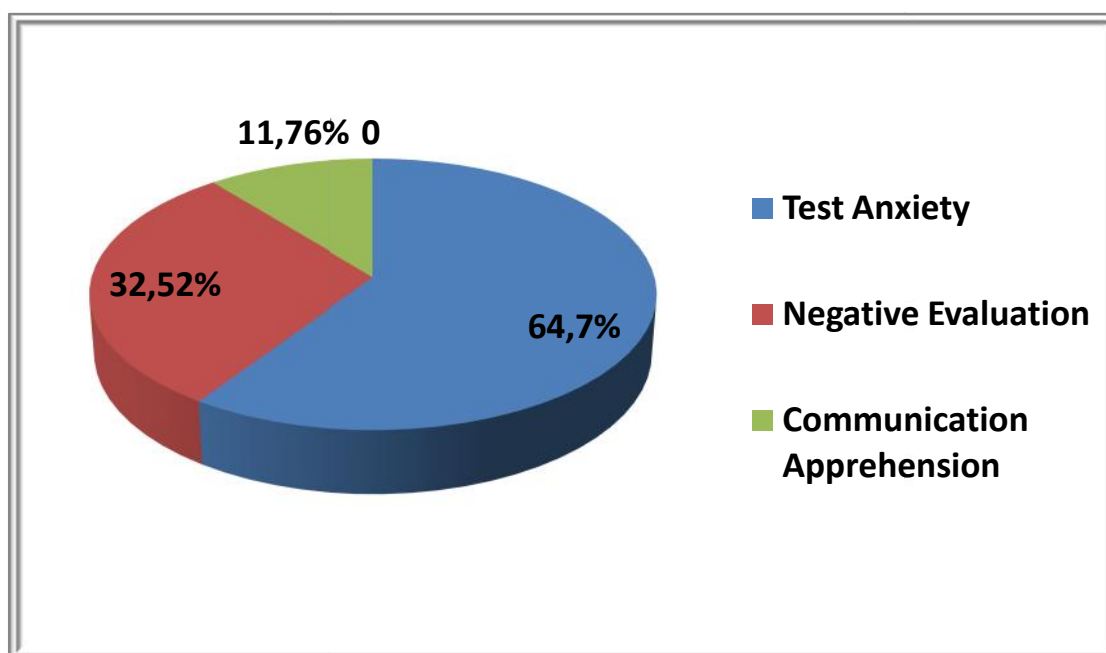


Figure2.3: the Sources of Speaking Anxiety of Moderate Anxious Students

As it is shown above, (64.7%) of moderate anxious students show that the test anxiety is the main source of their speaking anxiety, while (23.52%) reveal that the negative evaluation is the reason of their level of speaking anxiety, and the other (11.76%) show that communication apprehension is what leads to their speaking anxiety.

2.4.1.1 Interpretation of the Results

The aim behind learners' foreign language speaking scale is to investigate the level of speaking anxiety of advanced learners, also to elicit the main source of this anxiety. The data collected from the FLSAS addressed to thirty five master two EFL students, which revealed that the majority of the students experience a moderate level of SA (48.57%).

In addition to that, the research aimed to explore the main reason behind master two EFL students anxiety. The obtained results revealed that 64.7% of the moderate anxious students showed that the test anxiety is the main source of their level of anxiety, either in oral test situation when they suppose to

present orally or when they have an oral exam, and the same result for the high anxious students (80%) which response that test anxiety is what make them anxious.

It can be concluded that all students had a certain level of speaking anxiety, and it could be noticed that test speaking situations was the main source of the existed levels of foreign language speaking anxiety among master students.

2.4.2 Classroom Observation Results

During the classroom observation which lasted for one month (thirteen sessions), the investigator gained results from using a rating scale and note taking. Moreover, the classroom observation was frequency counted, i.e., counting the number of occurrences of the observed actions.

Table 2.2: Existence of Foreign Language Speaking Anxiety

	YES	NO
Started to panic when the teacher asked something He/she didn't know or didn't in advance	76.92%	23.07%
Trembled when being called	53.84%	46.15%
Got nervous when speaking in front of the class	92.3%	7.69%
Felt insecure to volunteer to answer teacher's questions	69.23%	30.76%
Got worried when made a mistake	53.84%	46.15%

During the sessions of classroom observation, the researcher could observe that students experience a certain level of speaking anxiety, that is students got nervous when speaking in front of their classmates with (92.3%),

and that what makes them in different speaking situation reluctant to speak. It was also observed that the students Started to panic when the teacher asked something He/she didn't know or didn't prepare in advance with (76.92%).Furthermore, it was strongly observed that students felt insecure to answer teacher's questions with 69.23% and this leads to students' fear most of the time when being called with 53.84% or got worried when made a mistake (53.84%).

Table 2.3: Students' Oral Proficiency

	YES	NO
Making grammatical errors when speaking	53.84%	46.15%
Forget vocabulary they already know	61.53%	38.46%
Mispronunciation of words they already know	84.61%	15.38%
Making stops	53.84	46.15%

Students in different speaking situation were making various grammatical mistakes (53.84%) such as in the past tense of verbs or misuse of the correct tense or omit the 's' of third person singular. In addition, most of students (84.61%) showed a weak oral proficiency by mispronunciation of words they are familiar with. Moreover, it was observed that students in different speaking situations suffered from the lack of vocabulary with (61.53%) and that what strongly lead them to making stops (53.84%).

During the whole classroom observation, the teacher and his behaviour were also observed and the results are summarised in the following table:

Table 2.4: The Teachers' Behaviours in the Classroom

	YES	NO
Tolerance of speaking mistakes	61.53%	38.46%
Good teacher-learner rapport	53.84%	46.15%
Using different strategies to reduce speaking anxiety in different situation	15.38%	84.61%
The ability to identify the speaking anxious students	7.69%	92.3%

One of the strong observed teachers' method in the classroom was the immediate correction of the students' errors (61.53%), i.e., most of teachers didn't accept the students' mistakes, as they consider them as a high level students, so they have to be aware of every mistake which create a pressure on students and make them reluctant to speak to avoid any embarrassing situation. It was also observed that most of teachers tried to create a good teacher-learner rapport by smiling to them, share their experience with them, give them personal advices for their future life and career, which make student very interested to speak. In the vein of using strategies to reduce speaking anxiety, generally teachers was not using any specific strategies (15.38%), i.e., they was not believing that at that level (master two) will suffered from anxiety as at the beginning of their studies, except for two teachers who were using some strategies as pair and group works, trying to create a comfortable atmosphere by asking students just to speak regardless to any mistake, using body language to show gratitude, and the wait time strategy, to give students the time to think about what to say. Most importantly, it was observed that the majority of teachers were not aware to identify the anxious students (7.69%) and often attribute their unwillingness to participate in speaking tasks due to different reasons such as lack of motivation, low performance or lack of knowledge.

2.4.2.1 Interpretation of the Results

The classroom observation conducted in this case study showed that master two EFL students experience the foreign language speaking anxiety since many manifestations of speaking anxiety were observed the time of speaking, getting nervous when speaking in front of class, or started to panic when the teacher asked something he/she didn't know or didn't in advance, and felt insecure to volunteer to answer teacher's questions.

It was strongly observed that the speaking anxiety affected the oral performance of the majority of students by making them mispronouncing words they are familiar with, or forgetting vocabulary while speaking, also affect their grammatical accuracy by making different grammatical errors.

The teacher's role in the classroom is crucial to reduce the speaking anxiety and motivating them to engage in the speaking tasks. Yet, lacking this criterion was observed by many teachers, i.e., no consideration was given to any strategy or to identify anxious learners in speaking situations within this master class. Beside, most of teachers consider oral errors of this level as a sign of lack of knowledge and competences which were unacceptable at that stage of their studies.

Classroom observation could allow the researcher to observe the reaction of students in different speaking situations, i.e., many signs and manifestations were noted as well the oral performance was observed and how it affects them.

2.5 Discussion of the Findings

Learning a second/foreign language has long recognized as not mainly an abstract exercise of memorizing vocabulary and applying grammatical rules. The learner must also face the stress and ambiguities of different speaking situations. The Purpose of this research was to examine speaking anxiety levels of the EFL master students along with identifying the major source that contribute to increase this anxiety and to find out how their oral performance is affected related to grammar , pronunciation and vocabulary .This section attempts to provide a discussion of the main findings acquired all through the different research instruments over this study in accordance to the proposed hypotheses previously mentioned.

The results confirmed the existence of speaking anxiety in the EFL master classroom .It has been noticed from the class observation that all the EFL master students felt anxious to speak in a certain degree ,using the scale inferred that the majority of the students undergo a moderate level of speaking anxiety. The students show different speaking anxiety levels in different speaking occasions like participation, presentation, discussion, oral exams. These data obtained, it could be concluded that in spite the fact that master students are considered as advanced-level language learners, the FLSA is pervasive in their classroom and they experience a moderate level of it. This may validate the first research hypothesis.

Oral test was the most frequently discussed anxiety-provoking situation which both moderately and highly anxious participants show that test anxiety was their anxiety-provoking in oral presentations, and oral exams. Some students even that they were well prepared for their oral exams and oral presentations and they considered as excellent students but they noticed to have a fear of oral exams, inability to speak spontaneously by holding paper and read from the presentation script rather than fluent speaking .in addition they experience various physical signs of test anxiety during oral presentation or oral exams like perspiration, shivering, sweaty palms, headache, rapid heartbeat and tense. Therefore, the aforementioned may reject the

second hypothesis which says that the main source of the EFL students' FLSA is the fear of the negative evaluation.

It was deduced that the majority of the students show a weak oral performance, particularly in oral test situations, described by different grammatical mistakes in terms of tenses and past form, and mispronunciation of words they are familiar with and the repetitive stops because of forgetting vocabulary. This goes in hand with the third hypothesis.

As a matter of fact, this study leads to intriguing results, i.e., from this research it was deduced that there are two main reasons of test anxiety; the first one is worrying about the scores, in other words, worrying about the negative consequences of failure and which score the teacher would give them rather than simply focusing on their performance. The second reason is the tough competition with peers, by comparing how friends and others are doing.

Accordingly these reasons of test anxiety leads directly to a weak oral performance by mispronounce words, grammar mistakes and making repetitive stops.

Moreover, teachers roles to cope with speaking anxiety with this level was approximately absent, because teachers of advanced-level foreign language class, believe that affective factors like learner anxiety or anxiety specific to speaking are not to be reckoned with at higher levels of language instruction. Therefore, they don't look upon pedagogical approaches and techniques to promote a relaxed, low-anxiety learning environment and consider that as unnecessary extra work when dealing with learners at more advanced levels.

Ultimately, decreasing the students 'speaking anxiety could improve their speaking skill and enhance their oral performance and eventually boost their outcomes, so it is crucial for the EFL teachers and learners to cope with this phenomenon by using different strategies.

2.6 Suggestions and Recommendations

In the present education world, anxiety becomes a barrier in teaching and learning speaking of a second/foreign language. So for this purpose, the researcher intends to alleviate speaking anxiety in class by providing teachers and learners with some remedial suggestions to improve the speaking ability of students.

2.6.1 Suggestions for Learners

Throughout the previous results, it was revealed that all students experienced a certain level of speaking anxiety. Therefore, it is necessary to suggest some strategies for helping the students to cope and alleviate their foreign language speaking anxiety.

❖ Share your feeling with others

It is helpful knowing that students are not the only one who suffer from those feelings. Even experienced speakers may feel some sort of anxiety when they have to speak in public. Thus, having a slight feeling of anxiety is normal as it is experienced by many people. Students must bear in their mind that nobody is aware of their fears except if there are outward signs of nervousness. Kim (2005) comments that nervousness can be reduced by sharing their worries with other students or letting their tutor know they are anxious.

❖ Employ anxiety reduction techniques

It is vital and effective that learners try to control their nervousness using relaxing techniques. According to Tseng (2012), learners may do different relaxation activities like taking long deep breath to alleviate their speaking anxiety (p. 85). In addition the Psychologist Anthony Grasha suggested to learners to tense the body for a count of 10 and then breathe deeply in and out to a count of four for a period of three to five minutes, this is especially effective after a tension-producing event.

❖ Practice the language outside the classroom

The most important thing is, in order to increase the level of efficiency in the English language, we need practice. Students may practice speaking with friends or family members, or may join different English language clubs to practice English speaking outside their classroom, using this technique will help to, reduce the level of foreign language speaking anxiety, and to increase the level of proficiency in English thus indirectly.

❖ **slow pace speaking**

Another effective strategy to deal with speaking anxiety is to speak slowly, Hauck and Hurd (2005) referred “consciously speaking more slowly as a relaxation activity that may help learners to alleviate their speaking anxiety” (as cited in Hashemi & Abbasi, 2013, p. 645), when learners slow their speed of speech, they become more aware of what they are saying, as a result become aware of avoiding oral spontaneous mistakes, especially in grammar and pronunciation, which could provoke their anxiety and negatively affect their performance, accordingly a good oral performance would be presented.

❖ **Use a speaking template**

Another strategy to deal with speaking anxiety is that students should stop writing out scripts for their presentations or what they are going to speak about, using a script can actually contribute to feelings of anxiety. They need to practice what they are going to say as much as possible. But without becoming obsessive about remembering everything word for word. Most of EFL students believe that the only way they can present effectively is by memorizing a script, but they are setting themselves up for an avalanche of anxiety if they forget something, instead using a speaking template is favourable. A template is like a map, where learners figure out exactly how to organize the way they speak, and to be prepared with a general structure and key points to their presentation, it is very useful especially for speaking tests, exams and presentation. The site www.presentationprep.com produced excellent

examples of speaking templates to show step by step how to use them. If learners memorize a template that is useful for what they specific need is, it will really help them with the flow of their language, and they will not think so hard about what they are going to say next.

❖ **Usespeaking self –assessment**

Along with the greater emphasis on shifting the responsibility for language learning, from the teacher to the learner (on learner reflection and on self-assessment). Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners. Such self assessment encourages students to become independent learners and can increase their motivation, Finch (2001) noted that self-assessment helped students to establish their own weakness and strength, and enable to evaluate their own learning considered to minimize high language anxiety.

2.6.2 Suggestions for teachers

The primary role in reducing speaking anxiety is definitely associated with the teachers who organize, conduct the tasks and evaluate students' performance. Yet, their manners have also been reported to be the main reason of oral anxiety (Suba 1, 2010) .In this context teachers should look forward different ways to encourage their students to speak. A number of techniques are enlightened in the following section.

❖ **Create a less formal classroom environment**

The most general idea to reduce anxiety is to make the language classroom environment less formal and more pleasant, where students can make faults without looking or sounding unskilled. Tanveer(2007) comments

that it is essential for teachers to be friendly rather than strict and critical in class, which construct less anxious situation when students responding to teachers. Also, Jeremy Harmer (2001) states that succeeding with speaking in class mostly depends on a good atmosphere where students get along with each other.

❖ The wise correction of student's errors

Another way to decrease anxiety is teacher should wisely correct the students errors , which must be considered a natural art of learning mechanism teachers need to be careful about how they criticize students' mistakes (pronunciation, grammar, and vocabulary) since it can undermine students' confidence, and because it discourages learners who are anxious, as not all students feel pleased with corrections. Teachers should correct student' errors wisely, because unwise corrections will make students more freighted. Wisely means it better for teachers to reproof students' mistakes after students finished their speech. In this vein, Jermeiy Harmer (2007) argues that it is essential that the teacher is gentle when giving feedback or correcting students while they are speaking, and feedback should always be given at the end of the activity. If the teachers give corrections in the middle of their speech, the students will lose the concentration.

The teacher should take up a doctor-like role and diagnose where the problem exactly lies, by establish good rapport with students, accept them as individuals, tolerate their mistakes , and tactfully foster the belief to anxious students that they should aim at continuing a speaking activity, despite making errors ,and create a supportive and relaxed classroom environment. These measures could specifically minimize fear of committing mistakes, negative evaluation by teachers and peers, social comparison and competition, which can result in high student participation in speaking tasks.

❖ Encouraging speaking through “the three step model exercise”

One exercise that has received the best response in dealing with speaking anxiety is the “three step model exercise “where students get to practice their oral abilities, it was created by Bo Arne Skiöld who holds classes for people with speaking anxiety, the aim is to overcome the fear of speaking. The first part starts with pair presentations where the students are supposed to introduce each other in front of the group. It is important that the teacher chooses pairs so that no one feels alone. The second part consists of group discussions where the members talk about how they feel about talking in front of others, the aim of it is to de-dramatize experiences and to be able to share it with others. The third part is about practicing oral performance where the students get to describe objects, events and emotions in front of the group. Every description has to be done in a neutrally, negatively and positively loaded way in order to go through different emotions. By practicing oral performance in this order, one can be confronted with his fears and realize to what great extent a person can affect a performance.

❖ Identify anxious learners

The preliminary responsibility of the teacher in the classroom is to identify students experiencing debilitating anxiety and help them develop coping strategies. Despite its significant impact on language learning, EFL teachers have failed to identify students suffering from anxiety in speaking classes, even worse, instead of taking steps, teachers misconceive their students’ anxiety as low ability, reluctance to engage in speaking activities or low motivation and have rarely taken measures to handle this serious issue “While foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious students, and attribute their unwillingness to engage in speaking tasks to factors such as lack of motivation, or poor attitude” (Gregersen, 2003, p 30)

Teachers should give special attention to such students by attending to their needs and concerns even outside the classroom. One appropriate way of doing this is to make encouraging remarks on students' attempts, praise their efforts, provide oral feedback, and have a private talk with them outside the class. In process, willingness to engage in speaking activities ought to be taken into account, because unless students have ample opportunities to practice oral fluency and accuracy, they will not develop these skills.

2.7 Conclusion

The present chapter was devoted to the quantitative and qualitative analysis of data which were collected through two instruments. As a result, the analysis of students' FLSAS and classroom observation revealed that Master two year EFL students were generally moderately anxious to speak English; among the three sources (communication apprehension, negative evaluation and test anxiety) ,it could be proved that students were anxious mainly due to test anxiety. Indeed, the speaking anxiety affects negatively the students' oral performance. Then, some suggesting and recommendations were provided to both teachers and learners to shed light on some strategies that might help overcome the obstacles faced by teachers and learners during the teaching/learning process.

General Conclusion

In order to become a well rounded communicator one needs to be proficient in each of the four language skills, listening, speaking, reading and writing, but the ability to speak skilfully, provides the speaker with several distinct advantages. Therefore, The speaking skill play a vital role in the process of learning a foreign language ,since it is the first productive skill, hence is enormous for the EFLlearners for both the academic and career success .Yet, this productive skill is affected by a psychological factor that has a negative impact on students while expressing their thoughts and ideas namely anxiety .

In this vein, the researcher shed light on the issue speaking anxiety taking into consideration different parameters. The extent into which students feel anxious to speak, the symptoms, the situations, and the major cause were aspects which the researcher targeted to cover. As a result, it was needed to suggest some strategies that will help the students to speak more confidently by coping with their speaking anxiety .Thus, the objectives of this investigation can be expressed in the following research questions:

- In spite of the fact they are considered as advanced-level language learners; do EFL master students experience foreign language speaking anxiety (FLSA) in language classrooms? If so, what is its level?
- What is the main source of EFL master students' foreign language speaking anxiety?
- Does the foreign language speaking anxiety affect the EFL master students 'oral performance?

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

- The foreign language speaking anxiety is pervasive among the EFL master students and they experience a moderate level of it .
- The main source of EFL students' foreign language anxiety is the fear of the negative evaluation.

General Conclusion

- The foreign language speaking anxiety (FLSA) affects pronunciation, vocabulary and grammar of EFL master students while speaking.

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

Through conducting an exploratory case study at Tlemcen University, and after the analysis of data gathered from different sources using a set of research instruments (students 'scale of English language speaking anxiety ,and classroom observation of students and teachers), the first and the third hypotheses put forward were confirmed while the second one was rejected. That is, all master two EFL students felt anxious to speak .Then, there were many situations led students to be anxious while expressing their views, more precisely in oral exam situations. Also, oral performance was affected negatively by affecting the different aspects of the language grammar, vocabulary and pronunciation.

This study was an attempt to investigate the issue of foreign language speaking anxiety in advance level classroom by highlighting its main situation and cause. It helped to find some strategies to reduce the speech anxiety and improve the speaking skill. Yet, the researcher came across many obstacles that limited the findings. However, it was hard for the researcher to find books and other literature, and most of them were very dated and limited mainly for the chapter one.

The reason behind that, speaking anxiety is not considered as a serious problem concerning language teaching and learning. Besides, the majority of previous studies about foreign language speaking anxiety were conducted in foreign countries. Moreover, it was very difficult to find the appropriate way to

General Conclusion

score the FLSAS since it was not well explained in books and previous studies. Accordingly, the researcher tried to generalise the data via the two research instruments and to adapt the instruments to Algerian context. Effectively, it was possible to answer all the research questions.

To conclude, the ability to speak a second/foreign language is a complex task; it is influenced by many factors and variables. Moreover, speaking anxiety seems to be an obstacle for language learning, it must be regarded as crucial problem in the classroom that hinder the true level of many students and must be highlighted in schools and universities. Therefore, Future studies should explore the sources of advanced level learners' FLSA in out-of-class situations, (e.g., when talking to native speakers or foreigners in real life contexts or in GVC). Also, it is important to make a deep investigation about the development of a scale to measure EFL speaking anxiety based on widely used existing language anxiety scales because there is not any scale considered suitable to measure all dimensions of anxiety across context.

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Appendices

Appendix A: Students' Questionnaire

Foreign language speaking anxiety among EFL master students

A note for students:

This questionnaire is designed to examine the foreign language speaking anxiety among EFL master students. Your response will be strictly kept confidential and used for the purpose of this research only.

Thank you for your co-operation.

Instruction:

Each of the items has 5 points scale where 1= entirely disagree, 2= Disagree, 3=neither agree nor disagree, 4= Agree, 5= entirely agree.

Tick () the appropriate number which expresses your opinion about each statement. (Be honest 😊)

No.	Statements	Entirely disagree	disagree	Neither Agree or Disagree	Entirely agree	Agree
Communication apprehension Items (1-6)						
1	I feel afraid to express my opinion in front of my classmates.	1	2	3	4	5
2	I feel tense and nervous while participating in the English class.	1	2	3	4	5
3	I feel nervous when I have to speak in the	1	2	3	4	5

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	English class without preparing.					
4	I feel frightened when the teacher asks me to answer questions in the English class.	1	2	3	4	5
5	Even if I know the answer, I can't express myself .	1	2	3	4	5
6	I feel shy when I speak in front of class .	1	2	3	4	5

Negative evaluation Items (7-12)

7	I feel worried about making mistakes in the English class.	1	2	3	4	5
8	I feel worried when my classmates correct my answers in the English class.	1	2	3	4	5
9	I always feel that my classmates will laugh at me when I speak in the English class.	1	2	3	4	5

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10	I always make pronunciation errors while speaking in the English class.	1	2	3	4	5
11	I worry about the English teacher who might have negative feelings about me due to my bad performance on the English class.	1	2	3	4	5
12	I forget The answers while speaking English if students and teacher keep looking at me.	1	2	3	4	5
Test anxiety Items (13-25)						
13	During oral presentation , I frequently get so nervous that I forget facts I really know .	1	2	3	4	5
14	After an oral presentation , I always feel I could have done better than I	1	2	3	4	5

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	actually did .					
15	Even when I'm well prepared for an oral test, I feel very anxious about it .	1	2	3	4	5
16	I have fear of failing in speaking test .	1	2	3	4	5
17	During the oral presentation, my emotions affect my performance negatively .	1	2	3	4	5
18	I feel worried when I know that I will present orally .	1	2	3	4	5

Thank you very much for your collaboration to my Master Thesis, 

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Appendix B :Class Observation Checklist

Faculty name :.....semester:..... course:.....

Class observed:.....date:.....observation number:.....

Duration:.....number of the student present :.....

Part 1:The Existence of SpeakingAnxiety in theClassroom

Observation:EFL Master Students	Tendency : Yes/No	Observations to support
Started to panic when the teacher asked something He/she didn't know or didn't in advance		
Trembled when being called		
Got nervous when speaking in front of the class		
Got embarrassed when a classmate laughed at him/her		
Felt insecure to volunteer to answer teacher's questions		
Got worried when made a mistake		

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Part 2: Students' Oral Proficiency

Observation: EFL Master Students	Tendency : Yes/No	Observations to support
Making grammatical errors when speaking		
Forget vocabulary they already know		
Mispronunciation of words they already know		
Making stops		

Part 3: The Teachers' Behaviours in the Classroom

Observation: EFL Teachers	Tendency : Yes/No	Observations to support
Tolerance of speaking mistakes		
Good teacher-learner rapport		
Using different strategies to reduce speaking anxiety in different situation		
The ability to identify the speaking anxious students		

Summary

The current research work is designed to explore the level of the foreign language speaking anxiety among the advanced-level students, and how this phenomena can affects their oral performance, it also attempts to elicit the main source that provoke their speaking anxiety. To reach this end, a case study was conducted in EFL master two students at Tlemcen university, two types of instruments were used, a foreign language speaking anxiety scale and a class observation checklist. The results of this study revealed that speaking anxiety is a remarkable obstacle that affects the oral achievement of many students.

Key words:

Speaking anxiety, oral performance, oral achievement.

Résumé

Le travail de recherche actuel est conçu pour explorer le niveau de l'anxiété de langue étrangère chez les élèves de niveau avancé, et comment ce phénomène peut affecter leur performance orale, mais tente également de susciter la source principale qui provoque leur anxiété parlante. Pour atteindre cette fin, Une étude de cas a été menée dans les étudiants de master deux à l'université de Tlemcen, deux types d'instruments ont été utilisés, une échelle d'anxiété de langue étrangère et une liste de contrôle d'observation de classe. Les résultats de cette étude ont révélé que l'anxiété parlante est un obstacle remarquable qui affecte la réussite orale de nombreux étudiants.

Mots clés:

Angoisse verbale, performance orale, réalisation orale.

تلخيص

تم تصميم العمل
المستوى المتقدم، وكيف يمكن لهذه الظاهرة أن تؤثر على أدائهم الشفوي، كما أنها تحاول استخلاص
المصدر الرئيسي الذي يثير قلقهم . للوصول إلى هذه الغاية ، تم إجراء دراسة بين
لسنة الثانية ماستر في جامعة تلمسان، تم استخدام نوعين من الأدوات، مقياس
يؤثر على الانجاز الشفوي لكثير من الطلاب.

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