Surmounting Anxiety in EFL Classes. Case Study Second -year LMD Students Saida University

Dissertation Submitted as Partial Fulfillment of the Requirements for the Degree of *Master* in Didactics.

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Academic Year: 2020/2021

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date: 19/08/2021

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Dedications

I dedicate this work to

To my grandmother and my grandfather

My dear mother Choual Halima

And

My beloved father Slimani Mohammed

Thank you for all your encouragement and love

May Allah Bless you now, and forever

To my sisters: Fatima Zahra, Asmaa, and Hibat Allah

To my brothers:Abdkader, Omar, Abdkarim and Berezoug

To my close Friends

Rania and Ikrem

Without forgetting my special friend:

Mr. Salah Eddine

To All the extended Family

For their unconditional support and encouragements

Acknowledgements

Abstract

Although foreign language anxiety is a widely explored subject in the area of Foreign Language Teaching, studies that focus on the Learning anxiety in EFL level, are not common. To fill this gap, the present study aims at investigating the phenomenon in an EFL context and provides an insight into the nature of the main source of learning anxiety from the teachers' and learners' perspective. Finally, it aims to find the acquired solutions that must be followed by EFL teachers and students in order to surmount anxiety. To reach this end, an exploratory case study research was conducted in the University of Saida in which data were gathered from twenty nine (29) second year EFL licence students, through a questionnaire for students, an interview for teachers, as well as through classroom observation. The obtained results were analyzed quantitatively and qualitatively. The results of the study revealed that the students generally had a moderate level of learning anxiety. The data also revealed that the lack of linguistics competences and the lack of self-confidence are the main sources of learning anxiety. The observation results showed that the learning anxiety affects negatively the students' 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 learning anxiety and to improve the students' performance in class.

Keywords: learning anxiety, sources, surmount, solutions, EFL level

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List of Abbreviations:

FLA: Foreign Language Anxiety

LA: Language Anxiety

LEFL: Learning English as a Foreign Language

LMD: License, Master, Doctorate

TEFL: Teaching English as a Foreign Language

General Introduction

The importance of English language nowadays can be used as a communication media for teaching learning process in the classroom, for international conferences and for communicate with native. There are still a lot of factors that cause most of the students to face their difficulties in English learning. For these reasons, many researchers and scholars have been involved in the field of educational psychology to investigate the main difficulties that may face English Foreign Language Learners. One of the major difficulties that face EFL learners is the existence of anxiety which obstructs the learning skills in English Foreign Language classes.

Encyclopedia of Psychology (2000) defines 'anxiety' as an emotion characterized by strong feelings of tension, worries and some physical changes including occasional increased blood pressure. In other words, it may be conceived as a phobia (feeling of fear), dismay, or restlessness; however, neither the sufferer nor the people around may not notice any apparent reasons for anxiety leading to emotional and physical changes. Language anxiety is one of the manifestations of general anxiety. Horwitz (2001) observes language anxiety as one of the most significant factors in booming language learning. Generally, English Foreign Language learners complain about being anxious while learning English as a foreign language and claim to have a mental blockage against learning the four skills of this foreign language. This problem needs a deep investigation and a careful data analysis on the part of the researchers. For that, we divided to conduct this research as a look for the causes of Foreign Language Anxiety, and the strategies that ought to be used by the teacher and learners to reduce these affective factors. Therefore, the objectives behind conducting this study are to investigate the causes of Foreign Language Anxiety, and the strategies that ought to be used by the teacher and learners to reduce these affective factors. For that sake, the following research questions are formulated:

1. What are the major causes of anxiety?
2. How do students often cope with their anxiety to have relaxed feeling?
3. How can teachers encourage learners to minimize anxiety levels?

To achieve that, three research hypotheses are formulated:

1.1 It hypothesis that lack of linguistics competences, fear of being negative criticism from others, and lack of self-confidence are the major causes of anxiety.

1.2 It hypothesis that learners can help themselves to cope their anxiety by preparation and self-motivation.

1.3 It hypothesis that teachers can help in decreasing anxiety by motivating their learners, creating a relaxed atmosphere, use different types of activities and let them working in groups.

In conducting this study, a sample of 29 English language LMD second year students, and seven (7) teachers from the same department have been selected to elicit data. Concerning data collection instruments, the researcher has opted for three, questionnaire designed for students and a semi-structured interview for teachers and classroom observation to gather both qualitative and quantitative data, thus, the approach opted for is a mixed-method design.

This dissertation consists of three main chapters. The first chapter entitled the literature review on Teaching EFL and Learning Anxiety; it divides into three different sections where the main conceptual framework of the topic is presented relying on previous studies. The first section is about Teaching and learning English as a foreign language, while the second one discusses the four language Skills in English Foreign Language Classroom; the last section presents English Foreign Language learning Anxiety. The second chapter, Methodology, deals with the methodological procedure of this research. It addresses the research design, the target population and the sampling issue as well as the adopted research instruments. The last chapter is devoted to data analysis, findings and recommendations.

In Dr. Mouley Taher University, some studies have been conducted to investigate the anxiety problem focusing mainly on one of the four language skills. No study has been conducted concerning learning anxiety among the four skills of English language. The findings of this study can help instructors, learners, and administrators reducing or surmounting this phenomenon in the university.

1.1.   Teaching and Learning English as a Foreign Language

1.1.1   Introduction

Nowadays, English is considered as the primary international language of technology, education, aviation, global business, and international diplomacy. It has become the most commonly used language of international communication today. People, all over the world, use it for both sending and receiving messages. Of all languages in the world today, English deserves to be regarded as a world language. It is the world's most widely spoken language after Chinese.

1.1.2   Teaching English as a Foreign Language

"TEFL" is the acronym for Teaching English as a Foreign Language or, simply put, English language instruction for non-native speakers **.**Teaching English as a foreign language exists in countries where English is not the primary language as Algeria, and countries where it is the mother language as the United States.

1.1.3   Learning English as a Foreign Language

LEFL refers to use or study English by non- native speakers. It is also commonly known as: learning English to speakers of other languages, learning English as a second language, and learning English as a foreign language.

1.1.4 The Status of English in the Algerian Educational System

Nowadays, the necessity to know languages is increasingly recognized, as the world joins together in a 'global village'. Therefore, needless to say, the emphasis on teaching English is becoming a vital part of education all over the world. In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed.

In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform.

Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school.

1.1.5   Conclusion

This chapter was set up to clarify the two process learning and teaching English as a foreign language. Then, it showed the status of English in the Algerian educational system.

1.2   The Four Language Skills in EFL Classrooms

1.2.1 Introduction:

Today, English language circles the globe, inhabits the air we breathe. What started as a guttural tribal dialect isolated in a small island is now the language of well over thousands million around the world. (Adventure of English -2003 BBC Documentary Episode 1- BBC Documentary).

As a matter of fact, the English language occupies a place of prestige in the whole world. It is playing a major role in many sectors including education. As a result, this global language is being taught and learned in Algeria as a foreign language. This process consists of the development of certain skills called Language Skills .According to some researchers; these skills are divided into productive and receptive. Receptive skills contains listening and reading. They are important because they allow the learners to gather new knowledge and information which they can product it in the productive skills speaking and writing and they are significant because they enable learners to perform in communication activities.

In this chapter, we are going to shed light on the main language skills; listening, reading, speaking and writing. Their definitions, importance and types (forms).In addition, we will present some difficulties which face the EFL learners during their learning.

1.2.2 The Listening Skills:

1.2.2.1 Definitions:

Listening is the basic language skill, not only for communication purposes but also in the process of learning a foreign language. When people learn a foreign language, listening

takes the majority time of the learner who has a desire to master the foreign language rather than the others language skills. Morely (1972) explains that without the ability to listen effectively, messages can be inaccurately received and interpreted in the communication process that can lessen their effectiveness and consequently lead to misunderstandings.

Listening has been defined by different researchers. According to De Vito (1995) listening is « the efficient process of perception, comprehension, recognition, evaluation, and reaction in communication ».He add that « listening is a complex process which consists of five stages: receiving, understanding, remembering, evaluating and mainly responding » (411).

Hunsaker (1990) adds that an estimated 80% of what we know is acquired through listening, therefore, listening is the basic language skill that most learners should develop, in order to find an easy way for developing the other three language skills of language (writing, speaking and reading).

Chastain (1971) defined listening as the ability to understand native speech at normal speed. Morley (1972) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Rost (2002) defined listening as a complex process of interpretation in which listeners match what they hear with what they already know.

So, based on the several definitions which were mentioned above, listening skill is the vital skill in the teaching and learning process of any language. It is the ability to actively understand the information provided by the speaker, and show interest in the topic discussed. Moreover, listening is a mean of communication when the human be able to gathering new information and knowledge for the sake of communicate others in particular topic.

1.2.1.2 The Importance of Listening Skills

Listening is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to receive will affect the ability to produce; as a result, the learners can be constructed an effective communication which make the speaker more interest and relax during the communication process. Listening has a vital role in our everyday especially for FL learners:

- Listening is a communication skill that conducts the students to understand, translate and assess what they heard.
- Have a good ability to listen can improve personal interaction like reducing problems, fostering understanding, and increasing cooperation.
- It is important for learning since it enables the students to get insight and get information, also to obtain success in communication with others.

1.2.1.3 Types of Listening Skills:

According to Brown some types of listening as follow:

1) Intensive

Listening for perception of the components (Phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.

2) Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.

3) Selective

Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose of such performance is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment tasks in selective listening could ask students, for example, to listen for names, number, a grammatical categories, directions (in a map exercise), or certain facts and events.

4) Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

1.2.1.6- Listening Skills Difficulties:

Generally, the FL learners face different obstacles and difficulties during listening process. These difficulties are whether related to the students themselves, or to the level of language such as: lack of motivation, anxiety, difficulties at the phonological level and at the morphological level.

a)-Lack of motivation:

In EFL classrooms, the lack of motivation is an upsetting factor which impedes the process of learning and teaching the foreign language. Lack of motivation in the listening skill appears usually in form of boring, uninteresting listening topics that students get bored of them. In addition, it appears on the students' lack of vocabulary package that leads them to be unmotivated to involve themselves in the classroom discussion.

According to Wilson, Motivation has a vital role for acquiring the foreign language and enhancing the aimed communicative skills and the L2 learners become better listeners when they are motivated (41).So, motivation has a very importance for acquiring the second language and developing the students' communicative skills in order to be proficient listeners and speakers of the target language. Thus, teachers are required to create motivational classrooms for students in order to be able to participate together in an active atmosphere.

b) -Anxiety:

Anxiety is the second major obstacle that frustrates learners' ability to listening. It is defined as the strong feeling of fear and confusion about what might happen through the learning process in the classroom, where learners focus primarily on what is wrong with them rather than what is right.

Richards argues that, "Anxiety has many feelings are related to it: embarrassment, frustration, self-doubt and apprehension" (206). So, we strongly believe that the learners are influenced by all these factors, in other words, when they listen to a piece of record and

find it difficult directly, they will feel uncomfortable and doubt about their achievements towards this task.

Therefore, learners need to be more optimistic and high confident to achieve their learning goals.

c) -Difficulties at the Phonological level:

English as a second language includes a variety of accents and pronunciations. As a result, EFL learners may have difficulties to understand native speakers' discourse. In order to overcome this problem, students are required to listen to the native speakers' speech as much as possible such as: watching movies, listening to songs…etc. in order to get used to their different and complex pronunciations.

d) -Difficulties at the Morphological level:

Morphology is a field of linguistics focused on the study of the forms and formation of words in a language. Words in a language consist of one element or elements of meaning which are called morphemes. The FL learners may face different morphological difficulties and obstacles and this is due to different causes as: the learner does not know the word completely, the learner knows the written form of the word but has not encountered the spoken form, or the learner confused the word with a phonologically similar one for example (taught and thought).

1.2.1.7 -Samples of Listening Activities:

Generally, in EFL classrooms the teachers use various kinds of listening activities which help them in the process of teaching the second language, in order to undergone the EFL learners to listen to the TL. The following listening activities are the common activities in the EFL classrooms:

a/- Listening to songs:

Listening to songs is a fun activity presented in the EFL classrooms and the most preferred learning style by the FL learners.

This activity has many different benefits. Songs are considered as a motivated factor for the students because they can memorize them easily. In addition, they help them to develop their pronunciation and accent in the target language speakers as well as they the students to rich their vocabulary knowledge.

b/- Providing authentic materials:

Recently, providing authentic videos and speeches of native speakers is taking an essential place in EFL classrooms through the learning and the teaching process especially in motivating students' interest .Generally during the oral classes, teacher provides learners with different videos of native speakers which help the learners to listen and watch at the same time.

c/-Storytelling:

Storytelling is one of the common listening activities in EFL classrooms. It is when the teacher chooses a story of his choice to tell the students, in order to infer the general meaning of the story and build new language structures and vocabulary on it.

Thornbury argues that « storytelling is a universal function of language and one of the main elements of any casual conversation » (95).This means that, storytelling is a provoking source for learners to have functional conversation about the general meaning of the story.

1.2.2 The Reading Skills:

1.2.2.1 Definitions:

Reading is one of the basic skills of language learning. It has a strong relationship with the other skills of the language learning besides writing; speaking, and listening. Reading is a respective skill besides the listening .It offers to the learners to gain new information.

According to Harmer (2007 p.99) reading is useful for language acquisition. Provided that students more less understand what they read, the more they read, the best they get at it ».Based on Grellet (2004 p.7) reading is a consonant process of guessing, and what one brings to the next is often more important than what one finds in it.

According to Day and Bamford (1998 p.12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

1.2.2.2. Types of Reading Skills:

According to Patel and Jain (2008 p.117-123) there are four types of reading skill:

a/- Intensive Reading:

Among the different types of reading skills, intensive reading is used when we want to read carefully by paying attention to understand each word in the test. It is where we can examine and decode every unfamiliar word or expression.

b/- Extensive Reading:

Extensive reading is one way of reading that people use to relax and have fun. Use this method when the purpose is to enjoy the reading experience. It places no burden on the reader and due to its forgiving nature, is rarely used if the text is not interesting. This is one of those naturally occurring ways of reading. It is the way you read when you were a kid. This method of reading helps you understand words in context and enrich your vocabulary.

c/- Aloud Reading:

Reading aloud also plays an important role in teaching English. In aloud reading, the students are required to read so their voice is audible. This type of reading should take place in the early beginning of teaching because it is the base of words pronunciation.

Aloud reading has many advantages as: develop stronger vocabulary, to enable students to speak English correctly and builds connections between the spoken and written word.

d/-Silent Reading:

Silent reading is a very important skill in teaching of English. According to Elizabeth (2004 p.287-288) « silent reading means reading something without producing sounds audible to other ».

Silent reading allows students to read totally silently without making any noises or moving their lips. It enables him to read more quickly, easily, and fluently. Moreover, silent reading improves understanding and increases the student's vocabulary.

1.2.2.3 The Importance of Reading Skills:

Reading is the most important skill in English language from other language skills in acquiring language. Reading skill has many advantages on learners' learning process:

- It helps them to increase their vocabulary and develop language skill especially writing.

- It enables the learners to discover new ideas and information which help them in their writing production.

1.2.3. The Speaking Skills

1.2.3.1- Definitions

Speaking is one of the four language skills namely reading, writing, listening, and speaking. However, it is the most neglected skill in language teaching process, although, mastering any FL means the ability to speak and use that language.

Speaking skill defined by different scholars. According to the online Oxford Dictionary: Speaking is the action of conveying information or expressing one's feelings in speech.

There are many definitions of speaking that have been proposed by some scholars and experts. According to Siahaan (2008 p.95) speaking is a productive language skill .It means that in speaking skill the FL learners are able to produce sounds that have a clear meaning and can be understood by the listener.

Furthermore, in 2003 Fulcher states that speaking is the use of language to communicate with other (p.23). This means that this skill allows two people or more (speaker and listener) to make meaningful communication process.

From the above definitions we can sum up that speaking skill is a communication skill that allows the learners to use language appropriately to express someone's ideas, feelings, or opinions for the sake of exchanging information and knowledge from each other.

1.2.3.2- Types of Speaking Skills:

The EFL teachers as well as the students believe that the main objective behind teaching English is to use it for the purpose of communication. So, the speaking skill makes the learners able to be sociable, to share our feeling and thoughts, and also to exchange information and ideas. According to Lindsay & Knight (2006) speaking involves putting the messages together, communicating the messages and interacting with other

people (p.57).In other words, the main goal of speaking is to communicate and interact with the other people.

In 2004, Brown mentioned five types of speaking according to the speakers intentions: imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

a/-Imitative Speaking:

Imitative Speaking entails and English Language learner (ELL) simply repeating what is being said. The only core focus in this task is pronunciation. This type helps instructors to assess students' pronunciation capabilities.

b/- Intensive Speaking:

Intensive Speaking requires the EFL learners to respond in short sentence productions. It aims to test students' working knowledge in very specific areas of: grammar, phrasal verbs, and other parts of EL. An example of an intensive speaking activity would be a task in which the student must rearrange word groups in order to connect the grammatical and lexical order of the phrase.

c/- Responsive Speaking:

Responsive speaking includes interaction a test comprehension but at the limited level of short conversations, standard, greetings, small talk, request, and comments.

d/- Interactive Speaking:

This type includes face-to-face conversations and telephone call, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

e/- Extensive Speaking:

The final type of speaking is the extensive speaking. It requires students to give speeches, oral presentations, or tell stories with using formal language.

1.2.3.3- The Importance of Speaking Skills:

Language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings as members of a social group and participants in its culture, express themselves. One of the language functions is communication. In communicative approach, speaking skill considers as the most important skill since oral communication involves speech where learners are expected to interact verbally with other people. Also the importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinion, tell stories, inform or explain, request, converse and discuss (i.e. through speaking we can display the different functions of language. Baker and Westrup (2003) support that "a student who can speak English well may have greater chance for further education of finding employment and gaining promotion" (p.5).

1.2.3.4- Speaking Skill Activities:

In EFL classrooms, the appropriate use of language from learners especially during oral classes is so important. This can be perceived through a variety of classroom activities which have to be developed best in a dynamic interactive learning environment where both teacher and learners collaborate and cooperate with one another to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom. To the same aim, EFL teachers try to develop the communicative competence of their learners through using multiple and different activities during the EFL oral classes.

There are a variety of speaking tasks which the EFL teachers can apply it through their classes such as: discussion, role play and storytelling.

a/- Discussion:

It is the best way to give students opportunities to speak English. The learners can work individually or in groups. Discussion activity is an activity when the learners have the opportunity to exchange ideas, views, experiences, and feelings about different issues. As a result, It engages their interest, opinion, histories, and experiences.

b/- Role Play:

Role Play is viewed by scholars as an effective active learning strategy. When learners feel free what to say through the exposure to different chances to practice their language as

Ur (1981) claims « the use of role play has added a tremendous number of possibilities for communication practice ».In this activity the students may be asked to perform dialogues using the FL, this will help them to know how to perform in a particular social context and provide a good atmosphere in the which gives learners opportunities to practice the language and improve it. Role-plays raise learners' imagination, enrich learners' vocabulary, and enhance learners' speech acts because in role-play students perform many speech acts such as: apologizing, requesting, complaining, and thanking.

c/- Storytelling:

It is one of the most important tasks which help students to practice the foreign language as well as to give them a chance to know each other more because it make a relaxed atmosphere when they are speaking with each other. Storytelling has many benefits such as: encourage learners' imagination and cooperation and enhance their listening skills and verbal proficiency. Moreover, it emphasizes a positive, collaboration, and supportive classroom climate.

1.2.3.5- Difficulties Facing Students while Speaking:

Generally, the FL learners encounter multiple difficulties when they learn FL through the four language skills: reading, listening, writing, and speaking. According to Ur (2000) there are four main problems in practicing the speaking skill of the foreign language in the classroom, which are: inhibition, nothing to say, low or uneven participation, and mother tongue use.

a/- Inhibition:

Unlike the other skills, speaking demands talking and discussing to the audience for a long time. Learners are often inhibited about trying to say things in FL in the classroom because they get worried about making mistakes or worried about negative evaluation.

b/- Nothing to say:

Often the teachers propose for discussion a topic is outside the range of the student's interest and knowledge. For that, most of the learners do not find what they say and discuss with others.

c/-Low or uneven participate:

Through the EFL classes especially the oral ones, usually we find some learners who participate more than the others and they will have only very little talking time. In the other side, the other learners speak very little or not at all. This is due to some factors. First of all, there are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct. Secondly, the classroom arrangement that may not help students to perform some speaking activities. Finally, the ignorance of teachers' motivation. If the teacher does not motivate his learners, the talkative ones also will show no interest.

d/- Mother tongue use:

The use of the mother language by the FL students look normal for them because they feel more comfortable and relaxed when they use it outside and even inside the classroom. Therefore, the learner will not be able to achieve the fluency in the FL if they keep on affecting them by the use of their native language.

1.2.4- The Writing Skills:

1.2.4.1- Definitions:

Nunan says: Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously, at the sentence level; these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

Writing definition has been differing from scholar to other. According to White (1986 p.79) writing is the process of expressing the ideas, information, knowledge, or experience and understands the writing to acquire the knowledge or some information to share and learn. Harmer in 2001 stated that writing is a form of communication to deliver though or to express feelings through written form.

Jonah (2006) argues that writing is a series of activities going on and involves several phases, the preparatory phase, and the content development and review, as well as revision or improvement posts.

From the definition above we can conclude that writing is a production skill when the learners use symbols, words, capitalization, spelling and punctuation in order to express their ideas and expression for communicate the others.

1.2.4.3- Elements of Writing Skills:

Harmer (2004) claims that the process of writing includes four elements: planning, drafting, editing, and final draft as represented in the following figure:

planning ➡ drafting ➡ editing ➡ final draft

Figure1: The elements of writing process

1-Planning:

During the planning process the writers should take into their consideration three issues: First of all, the purpose of the writing which means sets the main objective and goals behind this process. Secondly, the audience are taking a place in the writers thinking since this writing is for them. Here the writers take into their consideration two main elements: the shape of the writing as well as the language choice (formal or informal).Thirdly, writers have to consider the content structure of the piece. It means how best to sequence the facts, ideas or arguments which they have decided to include.

2- Drafting:

Drafting is the second stage of the writing process, when you make the initial sentences that clearly express your concept or ideas. This stage comes after you have outlined your thesis and are ready to shape it into paragraphs that make up your initial draft.

3- Editing:

It is a process that involves revising the content, organization, grammar, and presentation of a piece of writing. The purpose of editing is to ensure that your ideas are presented to your reader as clearly as possible.

4- The Final Draft:

The final draft is the final stage in writing process and this stage is a significant one. Where the writers making the changes they consider to be necessary them they can submit the complete paper to their readers.

1.2.4.4- The Significance of Writing Skills:

Mastering any FL advocates the equal prominence of the four integrative skills: listening, reading, speaking as well as writing. Harmer (2004) states that there are some importances of learning writing to learners. There can see in the following points:

- Writing process invites students to focus on effective use of language because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds.
- Writing has always been used as a means of boosting language that has been taught either new vocabulary, grammar rules…For example: teachers ask learners to write some sentences include the new vocabularies that have been taught in the lesson.

1.2.5- Conclusion:

Through this chapter, we have emphasized on the four main language skills in EFL classrooms: listening, reading, writing, and speaking. Mastering any language demands the mastering of the previous four skills. To sum up, this chapter deals with different sources to give definitions of the language skills and its types. We stressed also on the difficulties which face the learners during their learning and teaching process. Finally, we have proposed some useful activities and tasks which the EFL teachers can apply it in their EFL classes.

1.3 EFL Learning Anxiety

1.3.5   Introduction

In the process of learning English as a foreign language FL learners can face plenty of difficulties. Mainly the most common difficulty is anxiety that makes an obstacle for learners to be successful in the foreign language learning. In the chapter, we are mainly intended to discuss the anxiety from different aspects. It starts with the definition of the variable anxiety by different scholars and researchers, its types (trait anxiety, state anxiety, and specific anxiety) and its sources according to the classifications of Horwitz, Cope, and Young. Then the characteristics of anxiety will be mentioned. Moreover, we present the effect of EFL learning anxiety on the four-language skills (speaking, reading, listening, and writing).Going deeper, we are going to discuss learning anxiety as a hindrance to learning language skills. Finally, we shed the light on the strategies used by both the instructor and the learners to cope with the learning anxiety.

1.3.2 Definitions of Foreign Language Anxiety:

In every educational situation, human psychology plays a significant role. Foreign language learning is also one of the areas that is strongly effected by human psychology, due to the fact that personal differences influence the learning process. In a broader sense, many researchers explain that there are some important variables that have an impact on foreign language learning such as learners' expectations, attitudes, beliefs, and emotional states. Anxiety is an emotional variable that makes the learner an obstacle to success in learning to learn. Many definitions have been suggested to identify the meaning of language anxiety.

The online Oxford Dictionary (2021) states that anxiety is the state of feeling nervous or worried that something bad is going to happen .Merriam Webster's Dictionary (2021) defined anxiety as a fear or nervousness about what might happen .Spielberger (1983) defined anxiety as the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. According to Gardner and Macintyre (1993 p. 99): « language anxiety is the fear apprehension occurring when a learner expected to perform in the second or foreign language ».From the above definitions, it is evident that anxiety is a kind of an emotional variable when the person feel nervous, fear and worried about the bad things which is going to happen.

1.3.3   Types of Anxiety :

According to McIntyre and Gardner (1991) there are three types of anxiety: trait anxiety, state anxiety and situation specific anxiety.

1.3.3.1 Trait Anxiety:

A person who has trait anxiety is likely to become anxious in different situations or events. It is an individual's likelihood of becoming anxious in any situation (Spielberger, 1983, cited in MacIntyre & Gardner, 1991, p. 87). Trait anxiety is a part of a person's character and it is permanent and difficult. Spielberger (1983 p.) states that Trait anxiety may be defined as an individual's likelihood of becoming anxious in any situation. MacIntyre & Gardner (1991p: 87) describe this feeling as general personality trait that is relevant across several situations.

1.3.3.2 State Anxiety:

State or situational Anxiety as the name implies, arises in a particular situation and it is not permanent .It occurs because the learners are exposed to a particular situation that is stressful for them .For example, there are some learners who feel anxious if they are called by the teacher to speak in the classroom. Spielberger (1966 p.) defined state anxiety as a transitory state or condition of the organism that varies in fluctuates overtime. People with a high level of Trait Anxiety (i.e. people who are anxious in general) are usually likely to get an increase of State Anxiety.

1.3.3.3 Situation-Specific Anxiety:

This kind of anxiety is aroused by a specific type of situation or event such as public speaking, examination or class participation. Spielberger (1983) defined this type of anxiety as a personal predisposition or tendency to become anxious in one type of situation (Tóth, 2010, p. 8).Situation-specific anxiety can also be defined as the probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety). (MacIntyre and Gardner 2).

1.3.4 Sources of Learning Anxiety:

Language anxiety is attributed by different causes. According to Horwitz et al (1986) the primary sources of language anxiety are: communication apprehension, fear of negative evaluation, and test anxiety.

1.3.4.1 Communication Apprehension

Communication apprehension has a great influence on students' communication competence. Horwitz et al (1986) defined communication apprehension as "a type of shyness characterized by fear of or anxiety about communicating with people". In addition, McCroskey (1977) defines communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person" (p. 78).It occurs in both L1 and L2. 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.

1.3.4.2 Test Anxiety

Test anxiety is explained by Horwitz (1986) "as a type of performance anxiety stemming from a fear of failure" (p. 127). In other words, this type of anxiety could be defined as a fear from failing in test. In a test situation the student necessarily faces difficulties and demanding obstacles which may increase his tension. Thus,the student may become frustrated rather than rational towards the task. Even the manner in which students perceive their L2 teacher is worthy of attention: "student's anxiety in the testing situation derives from his helplessness in relation to the instructor"s power" (McKeachie et al. 1955:97).

1.3.4.3 Fear of Negative Evaluation

As a third component, fear of negative evaluation is where learners ignore that making mistakes equals learning. Therefore, they prefer not to speak in public, so based on that result we can say that fear of negative evaluation is related to communication apprehension (Maclntyre& Gardner, 1991 Cited in Ben Alahem, 2013). In addition, the fear of negative evaluation might be a result of the teacher or of classmates' reactions and gestures as laughing (Shams, 2006, p. 10, cited in Tanveer, 2007). To conclude, the cause of the fear of negative evaluation can be of that learners may not confident enough to express their ideas in front of the others (Maclntyre& Gardner, 1991 cited in Ben Alahem, 2013).

1.3.5 Characteristics of Foreign Language Anxious Learners

Peters Mayer, Diane (2008, p. 4-5) classified three types of anxiety symptoms that anindividual feel when face a threat.

1.3.5.1 Physiological symptoms

- Intense rush of adrenaline and other stress hormones
- Shakylimbs and trembling
- Body and muscle tension
- Nausea, diarrhea and/or vomiting
- Pounding heartbeat, heart palpitations, and sweating
- Dry mouth
- Headache
- Fatigue, eating, and sleeping problems

1.3.5.2 Psychological symptoms

- Nervousness
- Inability to concentrate
- Feeling of panic, fear, and uneasiness
- Anger and shame
- Loss of concentration
- Feeling overwhelmed
- Feeling out of control
- Hopefulness

1.3.5.3 Behavioral symptoms

- Inability to sleep
- Refusal of going to school
- Avoidance of social situations and certain people
- Acting out behavior such as angry outbursts and tantrums
- Crying

1.3.6 The Effect of Anxiety on Students' Learning

Anxiety is like many other affective factors such as attitudes, motivation, which may influence second language learning. Many researchers have shed the light on the relationship between anxiety and learning. E. K. Horwitz states that "Scholars have

entertained the possibility that anxiety interferes with second language learning" (p.113). In addition, one might consider that anxiety has a negative effect on second language learning; however, it can also have a positive effect. In the next section we will mention the positive and the negative effect of anxiety.

1.3.6.1 The Negative Effects of Anxiety on Students' Learning

Some researchers found that anxiety has negative effects on second language learning and achievement such as on: performance, grades, motivation, and so on.

1.3.6.1.1   Performance

Many researchers and scholars as Maclntyre and Gardner, Trylong and Young and Radriguez, Saito, Samimy, and Kim discovered that there is negative correlation between language anxiety and performance in the second language; however, they did not find such correlation between anxiety and the learners' first language.

1.3.6.1.2   Grades

Many researchers like Aida, Chang, Horwitz et al., and Liao found that the bad markers and grades in FL courses and exams is result of anxiety.

1.3.6.1.3   Motivation

Ely suggested that motivation is negatively affected by anxiety because highly anxious learners are less likely to take risks in class (Ellis p.694).

1.3.6.2 The Positive Effects of Anxiety on Students' Learning

Some scholars found that anxiety has a positive effect on motivation, marks, competitiveness, achievement, and so on.

1.3.6.2.1   Motivation

Eysenck noted that there is a correlation between anxiety and motivation in which he stated that low levels of anxiety increase students' motivation by urging them to make more effort. (Ellis p.694).

1.3.6.2.2   Competitiveness

Through a study done by the researcher Baily when he write a diary of her own language learning and then classifying the situations where anxiety pushes her to do better and the others where it impedes her learning. He noticed that sometimes anxiety is a result of competitiveness by motivating him to prepare and study harder in order to feel comfortable during the oral tasks in the classroom.

1.3.6.2.3   Achievement

Chastain and Kleinman pointed out that there is a relationship between anxiety and achievement; For example, students with higher levels of anxiety showed higher achievement scores (E. K. Horwitz p.113).

1.3.7   The Effect of Learning Anxiety on the Four Language Skills

1.3.7.1 Writing Anxiety

Language anxiety has strong negative effects on the students' writing skill. Writing anxiety has an effect on students' writing performance. Writing anxiety is considered as a barrier for enhancing English language learning and performance. Cheng (1997) found a negative correlation between FL writing anxiety and FL writing achievement. Horwitz et al. (1986) indicated that students with higher writing anxiety were characterized as follow: they write shorter compositions, have difficulty concentrating and grasping the content of input, and have problems discriminating the sounds and structure.

1.3.7.2 Reading Anxiety

English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety has an effect on students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self-confidence. Recent studies confirmed a negative correlation between language anxiety and reading performance. Chen (2007) found second language speaking anxiety negatively correlated with oral performance.

1.3.7.3 Speaking Anxiety

Speaking is one of the fundamental skills of language learning. In second or foreign language education, speaking anxiety has a detrimental effect on learners' performance. Speaking anxiety is rooted in lack of self-confidence. According to Horwitz , and Cope (1986), speaking is arguably the skill most affected by language anxiety. Furthermore, EFL or ESL teachers play an important role in the amount of anxiety students experienced in language classes. Williams and Andrade (2008) found that asking questions by EFL or ESL teachers' in classrooms make students anxious. According to Elkhafaifi (2005), anxious students tend to avoid voluntary answers and participation in oral activities and

avoiding speaking in classroom. In a study conducted by Price (1991), the researcher interviewed highly anxious learners of French and found that learners sources of anxiety were as following; (1) fear of speaking the target language in front of their peers, (2) fear of making mistakes, (3) being laughed at by others, and (4) learners perceptions that their French language skills are weaker than those of other students.

1.3.7.3 Listening Anxiety

Listening skill is a fundamental for language acquisition. The concept of foreign language listening anxiety is associated with general foreign language anxiety. Foreign language listening anxiety is one of the important learner variables affecting success and failure in foreign language learning. Previous researches indicated that listening skill is a crucial factor in language acquisition. Vogely (1998) conducted a study to investigate the relationship between learners' listening performance and anxiety among 140 American university students studying Spanish. The findings revealed that the majority of the participants had experienced anxiety while listening to Spanish. Open-ended questions were asked after a listening comprehension examination. The results indicated that, the source sources of anxiety were as following, (1) the speed of delivery; (2) poor enunciation; (3) unfamiliar intonation; (4) different accents, and; (5) the length of the listening passages. In sum language, anxiety has been recognized as one of the fundamental affective variables influencing success or failure in language learning.

1.3.8 Strategies Used to Reduce Language Learning Anxiety in EFL Classes

With the increasing number of factors that may impact foreign language learning such as anxiety, there is a great interest in finding solutions to cope with this problem either from the instructors or from the learners themselves.

1.3.7.1 Learners' Strategies to Overcome Learning Anxiety in EFL Classes

1.3.7.1.1 Practice and preparation

Practice and preparation are two ways that may assist learners overcoming their FL anxiety. Kanar (2011) states that "preparation and practice are the keys to feeling confident about giving a speech or presentation" (p. 293). In addition, learners in Liu's study (2007) think that increasing their self-confidence will be done through preparation and practice (p.

132). Learners should practice the foreign language even outside the classroom and prepare themselves well to enhance their performance.

1.3.7.1.2 Eliminating fear of making mistakes

Eliminating fear of making mistakes is another way to students should adopt to decrease their anxiety. Learners should know that making mistakes is a part of learning languages and from our daily mistakes we learn and develop.

1.3.7.1.3 Positive self-talk and motivation

We all agree that positive self-talk is a helpful way for learners to decrease their anxiety during learning even in our daily activities. Positive self-talk is a kind of self-encouragement and motivation that helps students to increase and develop their self-confidence.

1.3.8.2 Teachers' Strategies to Overcome Learning Anxiety of his EFL Learners in EFL Classes

1.3.8.2.1 Relaxed atmosphere

Many researchers like Liu (2007), Tsiplakides (2009) and others find that creating a relaxed atmosphere in foreign language classroom is an effective procedure that assists reducing learners' foreign language anxiety. Liu claims in his study that the environment of learning should be supportive and non-threatening environment (133). In order to create a relaxed atmosphere, teachers can use different procedures that help learners feel more comfortable. According to Tsiplakides teachers can create friendly classroom atmosphere by avoiding overcorrecting the mistakes of the students. Other researchers suggest different ways to establish this relaxed atmosphere like using games and music.

1.3.8.2.2 Enhancing the teacher-student relationship

We all know that the relation between the teacher and their learners plays an important role in the success and the achievement of learners in their studies cause generally it effect the psychology of learners when they feel more relaxed and comfortable which lead them overcomes a plenty obstacles such as: anxiety.

1.3.8.2.3 Varying Learning Activities

Another procedure for overcoming students' FL anxiety is varying activities and tasks. Tsui states that the collaboration of the students in classroom is an effective way to reduce their anxiety (Allright and Bailey, 1991p.27).There are plenty tasks teachers can use it during their teaching and learning process as: pairs and group work, watching to authentic videos, listening to songs, role-play, storytelling…. These tasks have a big effect in reducing students' fear of failure and anxiety during their learning process.

1.3.9 Conclusion

EFL learners and teachers should be aware of language anxiety as a concept, and as a negative factor that hinder the learning process especially in the speaking skill. They should also notice that language learning is a difficult process for some learners. Anxiety is clearly an issue in language learning and has a debilitating effect on speaking English to some students. So it is important that teachers are sensible to this in classroom interactions and provide help to reduce and surmount second language anxiety.

2.1 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.

2.2 Research Design:

2.2.1 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.

2.2.2 The participants and sampling:

The sample of this study was selected from second -year students of English, at the University of Saida. There are many reasons behind choosing to work with second-year students. Second -year students have just started to develop their language so their reaction will be genuine. The research paper dealt with 29 students selected randomly to be the research sample. The interview asa second research tool conducted with 7 teachers from the English department of Saida University.

2.2.3 Data Collection Tools

Data collection is one of the most important stages in conducting research. Data collection starts with determining what kind of data is required followed by the selection of a sample from a certain population. After that, the researcher needs to use a certain instrument to collect the data from the selected sample.

Data collection tools refer to the devices and instruments used to collect data such as questionnaires, interviews, observations, test and surveys.

In order to collect data for our study, we used three instruments: questionnaires for second year students in the department of English at Saida University, an interview with teachers in the cited department and a classroom observation.

2.2.3.1 Questionnaire: (See Appendix A)

The questionnaire is the main instrument for collecting data in survey research. It is a set of standardized questions, often called individual data about one or more specific topic. The questionnaire 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 an 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 causes of learning anxiety. We also tend to know the effects that anxiety has on students' performance. In addition, our main purpose is to discover effective strategies and solutions in order to surmount the students' learning anxiety.

2.2.3.1.1 Design of the questionnaire:

The questionnaire designed for this research paper has seventeen items (28) that are arranged in three sections. The first section is named "Background Information" and aims to gather information about the participating students (learners' gender, and their choice to study English). The second one is entitled "Anxiety and Foreign Language Anxiety in EFL Classes" which aims at finding the main sources of learning anxiety .The last section is called "Reducing Foreign Language Anxiety"; its main goal is to gather the effective strategies to surmount student's anxiety. 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.

Description of the students' questionnaire:

The questionnaire is given to twenty nine second year EFL learners. It contains three sections, the first section is concerned with background information, the second section is about anxiety and foreign language anxiety in EFL classes, and the third section deals with reducing foreign language anxiety.

Section One: Background information

It contains two questions, aimed to gather information about: learners gender, and their choice to study English.

Section Two: Anxiety and Foreign Language Anxiety in EFL Classes

It consists of twenty-two questions: one open-ended and twenty one closed-ended questions (two checkboxes questions, one yes/no questions, and eighteen likert scale questions) aiming at investigating students' perceptions about learning anxiety.

Section Three: Reducing Foreign Language Anxiety

It consists of four closed-ended questions. This section aims at providing insights about what makes students less anxious.

2.4.3 Teachers' Interview:

The second tool depended on to collect data is an interview. 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". In other words, an interview is generally a qualitative research technique which involves asking open-ended questions to converse with respondents and collect elicit data about a particular subject. 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.

There are three different types of interview:

a- Structured Interview: In a structured interview, the interviewer asks a set of predetermined standard questions on certain topics, in a specific order Respondents need to

select their answers from a list of options. The interviewer may provide clarification on some questions.

b- Semi-structured Interview: in semi-structured interview, the interviewer uses a set of preplanned questions and the respondents answer in their own words, however, interviewees have the opportunity to provide further detailed concerning the issue investigated.

c- Unstructured Interview: In an unstructured interview, the interviewer has no specific guidelines, restrictions, predetermined questions. The interviewer asks a few broad questions to engage the respondent in an open, informal, and spontaneous discussion.

In the current study the semi-structured interview was selected to gather data. The purposes behind the interviews knew the attitude of teachers towards learning anxiety. In addition to that, the focal aim was to discover the strategies used in class by teachers for helping students to cope with learning anxiety.

2.4.3.1 Description of the teachers' interview:

The purposes behind the interviews knew the attitude of teachers towards learning anxiety. In addition to this, the focal aim was to discover the strategies used in class by teachers for helping students to cope with learning anxiety. The interview consists of fifteen questions which divided into three sections: general information (2 items), the four language skills in EFL classroom (4 items), and EFL learning anxiety (9 items).

2.5 Classroom Observation:

The third instrument relied on to gather data is classroom observation. A classroom observation checklist was used to observe and assess students' learning anxiety in EFL classrooms. Marshall and Rossmab (1989) define observation as « the systematic description of events, behaviors, and artifacts in the social setting chosen for study » (p.79). It consists of four sections according to the language skills; tha first section is about the reading skill, the second one is about the writing skill, the third part includes the speaking skill, and the last part contains the listening skill.

The classroom observation is aimed to collect the different characteristics and symptoms of anxious learners.

2.6 Data collection procedure:

The two tools questionnaire and the interview were accomplished online by using Google forms, where the link of the questionnaire was shared with the target population (second year students) by posting it on their Facebook group. In other side, an email was sent to each teacher to take the confirmation to share the interview link in order to conduct it in writing form due to the inability to conduct it orally. Concerning the last tool classroom   observation, the researcher attended Two EFL classes with the 2nd and 3rd groups from the same population. It was performed on 20 students.

2.7 Conclusion:

The choice of a specific method for conducting any research is a significant step due to its great role in determines the success or failure of this research paper. This chapter represented the methodological part of this research paper including the research design, the participants and the sampling. In addition to that, the chapter showed the light on the research paper to collect data, their benefits, and description of each tool. In the next chapter we are going to analyze and interpret these data.

1.4   Introduction:

This chapter presents the findings obtained from the three data collection instruments: the questionnaire, the interview, and the classroom observation. It is divided into three parts. The first part deals with the presentation of the results gained from the questionnaire given to second year students in the Department of English at Saida University. The second part presents the findings of the interview conducted with teachers in the same Department. And the last part represents the findings of the classroom observation. The results are presented in percentages and organized in tables and diagrams.

3.2. Analysis and Interpretation of Students' Questionnaire:

3.2.1 Questionnaire Analysis:

Section One: General Information

Item 1: The learners' gender

Gender	Number	Percentage%
Male	**6**	**22.2**%
Female	**21**	**77.8** %
Total	**27**	**100** %

Table1: Gender distribution
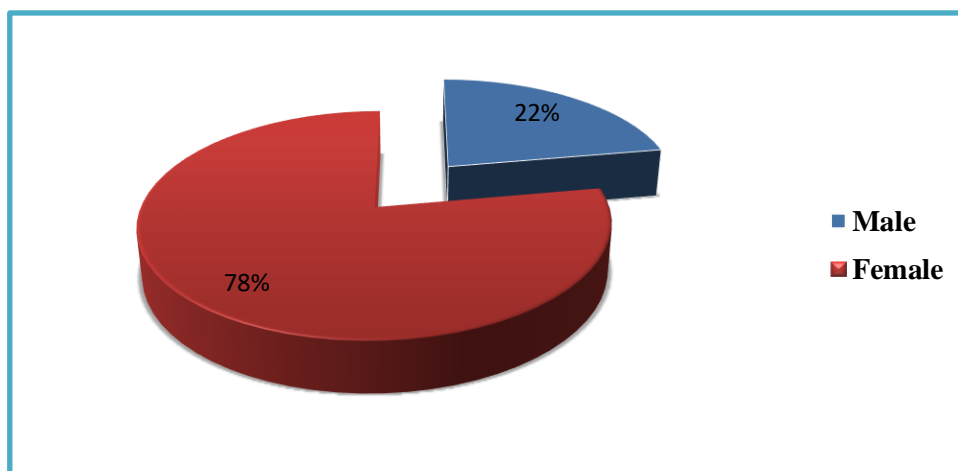
Figure 1 : Gender distribution

Table 1 show that the number of females is 58 (81%) and the number of males is 14 (19%). This reflects that our study consists of both males and females; however, the number of female learners is more than the number of male learners. The obtained information from this table might have some affects on the results of the study. It can help us in discovering whether anxiety exists among one gender or among both of them.

Item 2: Studying English at university was:

Responses	Number	Percentage%
Personal	23	85.2 %
Obligatory	4	14.8 %
Total	27	100 %

Table2: students' choice of English
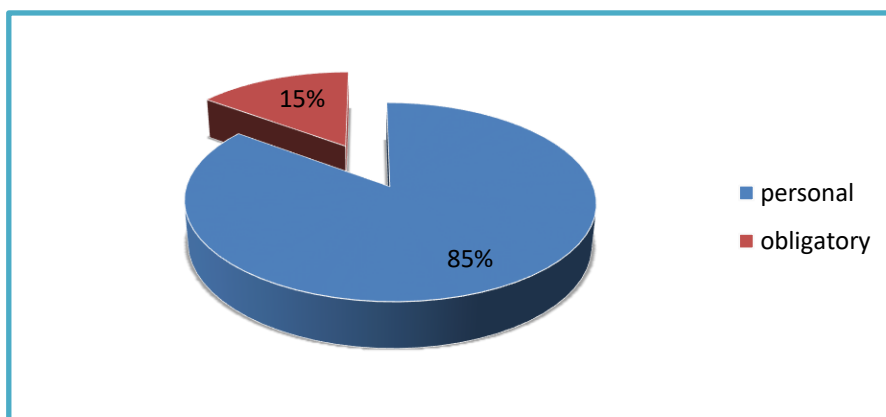
Figure 2 :students' choice of English

It is noticed that the majority of the participants (91%) opted for personal choice, while (5%) followed their parents" choice, and only (3%) were not allowed to learn the specialty they wanted to.

Section Two: Anxiety and Foreign Language Anxiety in EFL Classes

Item 1: In Your learning process, Does anxiety effect your FLL?

	Number	Percentage%

Yes	**22**	**81.5%**
No	5	18.5 %
Total	**27**	**100 %**

Table3: Anxiety effect on foreign language learning
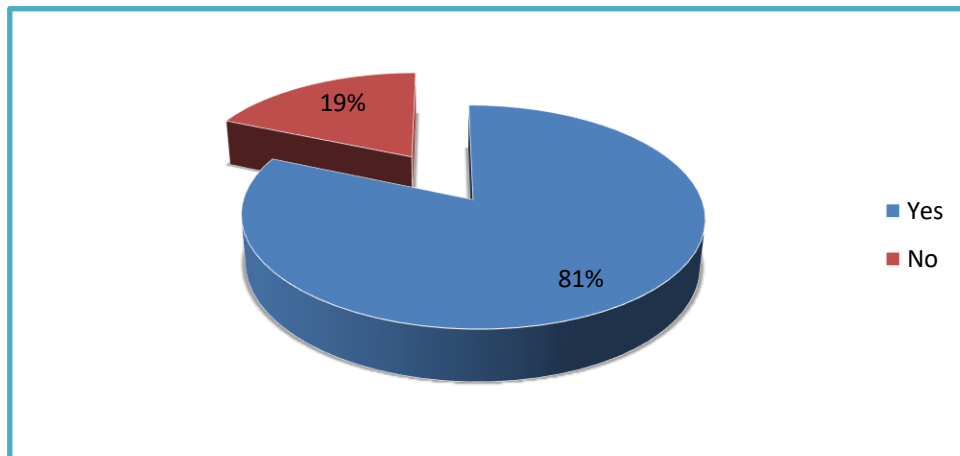
Figure 3 :Anxiety effect on foreign language learning

In this question, students were asked whether the anxiety affect their FL learning process. From the above results in table 3, a noticeable dominance of the first option that represents the majority of students who answered by "yes" (81%) which explains that a huge number of second year students effect by anxiety. At the same time, five students (19%) declared that their learning process does not effect by anxiety.

Item 2 :In which skills do you feel anxious more?

Skills	Number	Percentage%
Listening	**3**	**11.1 %**
Speaking	**22**	**81.5%**
Reading	**4**	**14.8%**
Writing	**5**	**18.5%**

Table4 :The skills which the learners feel anxious more in
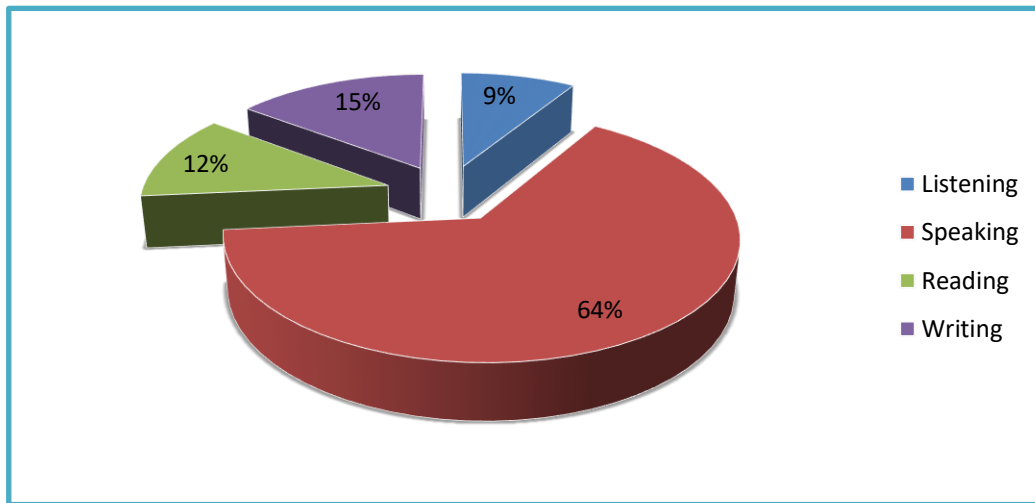
Figure 4 :The skills which the learners feel anxious more in

This question was included with the aim of finding any skill that makes them anxious more. The results obtained show that (64%) of second year students were anxious when speaking, (15%) when practice writing skill, (12%) during reading, and (9%) while listening skill.

A/-Speaking Skills Anxiety

Item3: I am anxious when I ask to discuss unfamiliar topic for me without preparing.

	Number	Percentage%
Strongly disagree	**0**	**0.0%**
Slightly disagree	1	3.7%
Disagree	3	**11.1%**
Undecided	1	3.7%
Slightly agree	5	**18.5%**
Agree	12	**44.4%**

Strongly agree	**5**	**18.5%**

Table 5: Students' feeling when asked to discuss unfamiliar topic without preparing
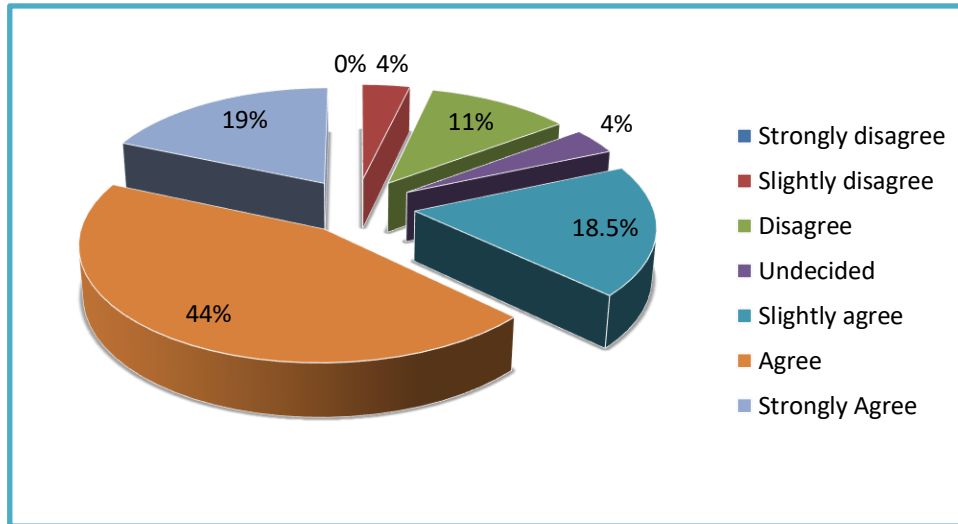
Figure 5: Students' feeling when asked to discuss unfamiliar topic without preparing

We can see from the table and the figure that the participants who agree that they feel anxious when asked to discuss unfamiliar topics without preparing are 12 (44.4%), those who are strong and slightly agree are 5 (18.5%), those who are undecided and slight disagree are 1 (3.7%), those who disagree are 3 (11.1%), and those who strongly disagree are 0 (0 %). The amount of participants who agree is more than the amount of the other.

Item4: I feel shy, tense and nervous while participating in the EFL class.

	Number	Percentage%
Strongly disagree	**4**	**14.8%**
Slightly disagree	**0**	**0%**
Disagree	**2**	**7.4%**
Undecided	**1**	**3.7%**
Slightly agree	**3**	**11.1%**

Agree	**14**	**51.9%**
Strongly agree	**3**	**11.1%**

Table5 :Students' feeling when they participate in EFL classes
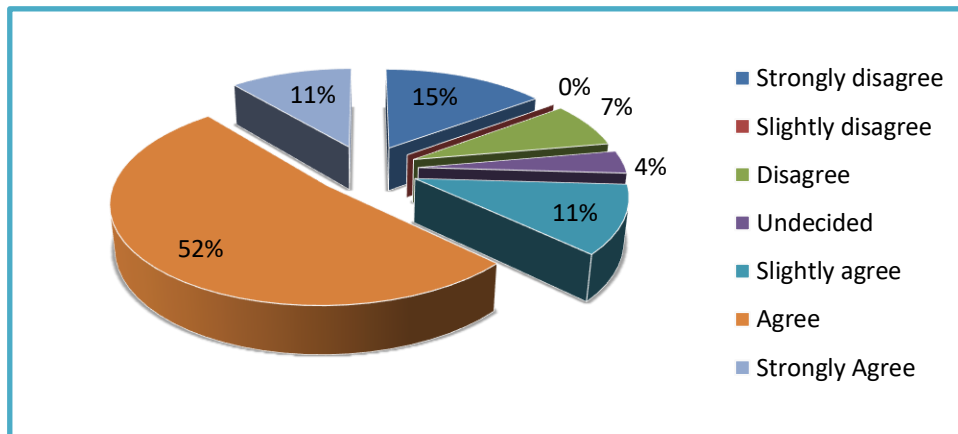
Figure 5: Students' feeling when they participate in EFL classes

The table shows that the participants who are agreed that they are feeling tense, shy and nervous while participating in the English classes are 14 (51.9%), those who are strongly and slightly agreed are 3 (11.1%), those who are strongly disagreed are 4 (14.8%), those who are disagreed are 2 (7.4%), those who are undecided are 1(3.7%), and who are slightly disagreed 0 (0%).

Item5 :I always feel that my classmates will laugh at me when I speak in the English class because of my pronunciation.

	Number	Percentage%
Strongly disagree	**7**	**25.9%**
Slightly disagree	**1**	**3.7%**
Disagree	**10**	**37%**
Undecided	**0**	**0%**
Slightly agree	**4**	**14.8%**

Agree	**5**	**18.5%**
Strongly agree	**0**	**0 %**

Table6: Students' Attitude towards their pronunciation
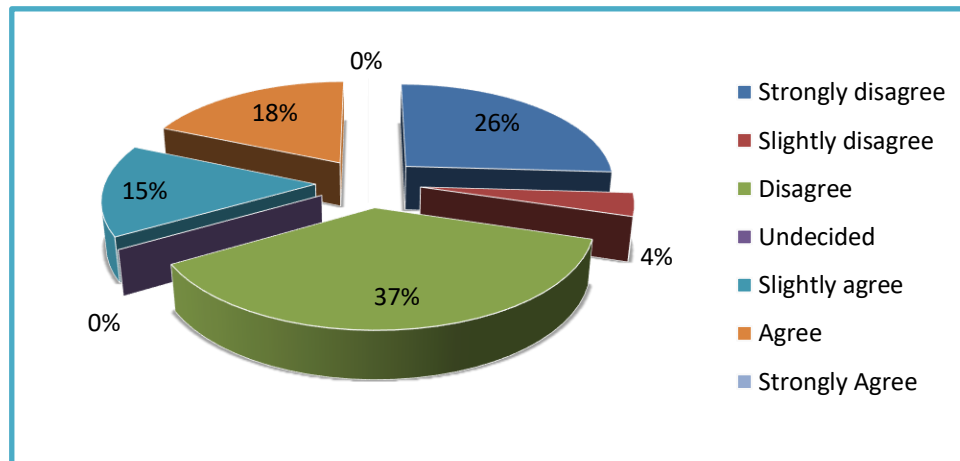
Figure 6 :Students' Atittude towards their pronunciation

From the above table and figure we can deduce that the participants who disagree that they feel anxious when their classmates laugh at their pronunciation are 10 (37%), those who are strongly disagreed are 7 (25.9%), those who are agreed 5 (18.5%), those who are slightly disagreed are 1 (3.7%), and those who are undecided and strongly agreed 0 (0%).

Item6: I feel anxious when I know that I will present orally.

	Number	**Percentage%**
Strongly disagree	**1**	**3.7%**
Slightly disagree	**0**	**0 %**
Disagree	**3**	**11.1%**
Undecided	**0**	**0 %**
Slightly agree	**3**	**11.1 %**
Agree	**12**	**44.4 %**

Strongly agree	**8**	**29.6 %**

Table7: Students' attitudes towards the oral presentations
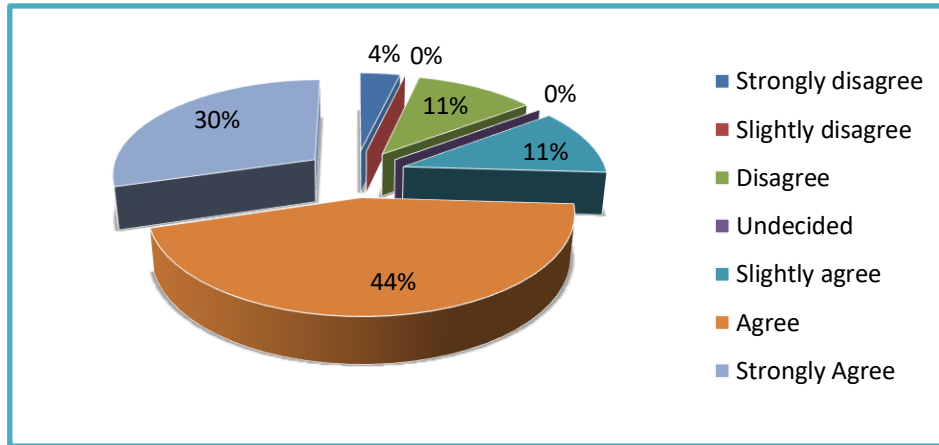
Figure 7: Students' attitudes towards the oral presentations

According to the table and the figure 7 the participants who are agreed that they feel tense during the oral presentation are 12 (44.4%), those who are strongly agreed are 8 (29.6%), those who are slightly agreed and disagreed are 3 (11.1%), those who are strongly disagreed are 1 (3.7%), and those who are slightly disagreed and undecided are 0 (0%).

B/-Listening Skills Anxiety

Item7: I feel anxious when I do not understand what the teacher is saying in English class.

	Number	Percentage%
Strongly disagree	**2**	**7.4 %**
Slightly disagree	2	**7.4 %**
Disagree	5	**18.5 %**
Undecided	3	**11.1 %**
Slightly agree	2	**7.4 %**

Agree	12	**44.4 %**
Strongly agree	1	**3.7 %**

Table8: Lack of understanding of the students to the teachers' speech
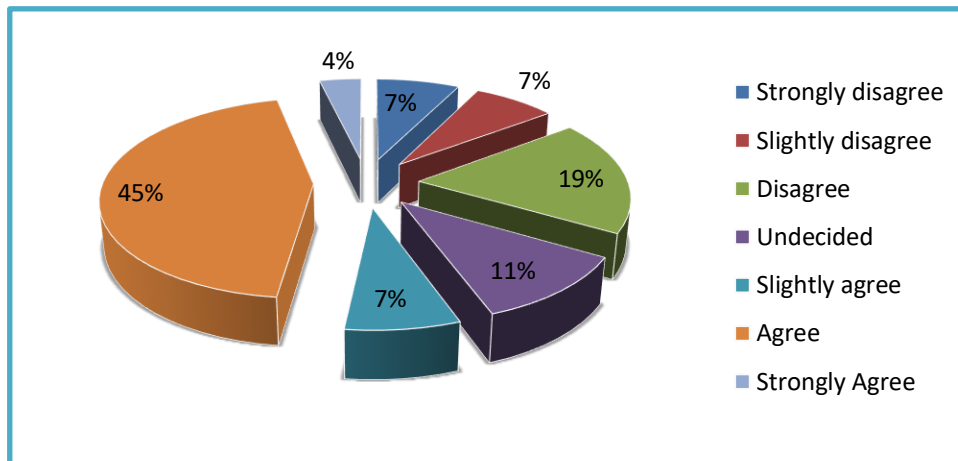
Figure 8 :Lack of understanding of the students to the teachers' speech

From the above table and figure 8, the participants who are agree that they feel tense and nervous when they do not understand what the teacher is saying are 12 (44.4%), those who are disagreed are 5 (18.5%), those who are undecided are 3 (11.1%), those who are strongly disagreed, slightly disagree, and slightly agree are 2(7.4%), and those who are strongly agreed are 1 (3.7%).

Item8:I feel anxious when I hear to an unfamiliar topic to me.

	Number	Percentage%
Strongly disagree	2	**7.4%**
Slightly disagree	2	**7.4%**
Disagree	5	**18.5%**
Undecided	2	**7.4%**
Slightly agree	2	**7.4%**

Agree	14	51.9 %
Strongly agree	**0**	**0 %**

Table9: Students' feeling when they hear unfamiliar topics
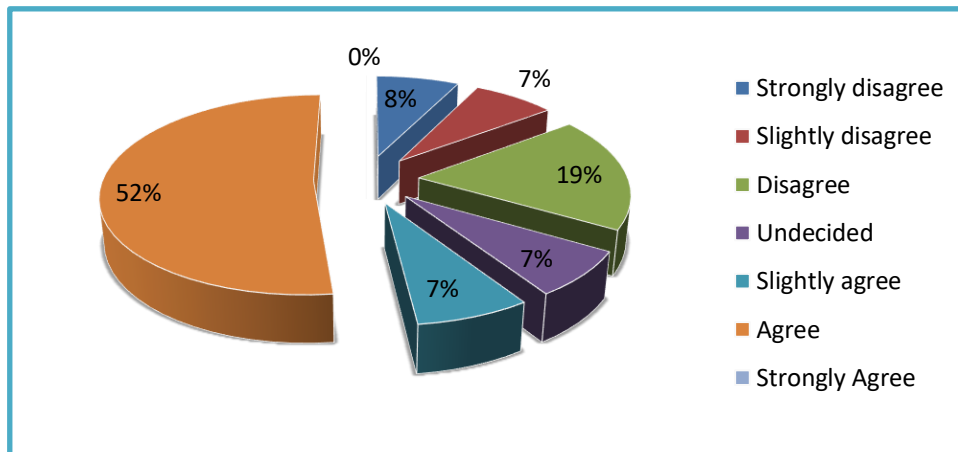
Figure 9: Students' feeling when they hear unfamiliar topics

The table and the figure show that the participants who are agree that they feel anxious when they hear unfamiliar topics are 14(51.9%), those who are disagreed are 5 (18.5%), those who are strongly disagreed, slightly disagreed, undecided ; and slightly agreed are the same participants and percentage 2 (7.4%), and those who are strongly agreed are 0 (0%).

Item9: I feel worried when someone speak to me quickly.

	Number	**Percentage%**
Strongly disagree	**4**	**14.8%**
Slightly disagree	**3**	**11.1%**
Disagree	**5**	**18.5%**
Undecided	**3**	**11.1%**
Slightly agree	**2**	**7.4%**

Agree	8	**29.6%**
Strongly agree	2	**7.4%**

Table10: Students' emotions when someone speaks quickly to them.
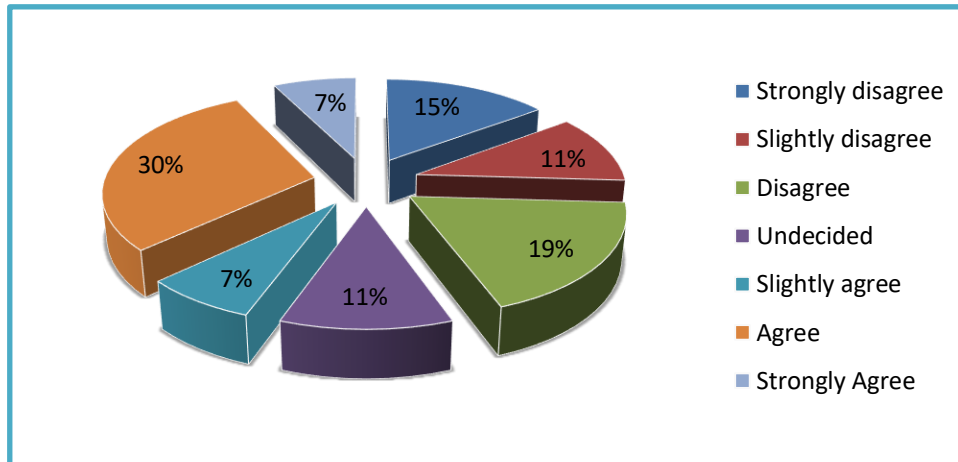
Figure 10 :Students' emotions when someone speaks quickly to them.

From the table and the figure we can deduce that those who are agreed that they feel troubled when someone speak to them quickly are 8 (29.6%), those who are disagreed are 5 (18.5%), those who are strongly disagreed are 4 (14.8%), those who are either slightly disagreed or undecided are 3 (11.1%), and finally, those who are slightly agreed and strongly agreed are 2 (7.4%) for each choice.

Item 10: I feel anxious when I listen to a long conversation without subtitles or visual aids (pictures, videos...)

	Number	Percentage%
Strongly disagree	4	**14.8%**
Slightly disagree	2	**7.4%**
Disagree	5	**18.5%**
Undecided	4	**14.8%**

Slightly agree	**2**	**7.4%**
Agree	**9**	**33.3%**
Strongly agree	**1**	**3.7%**

Table11: Students' feeling when they listen to a long conversation without subtitles.
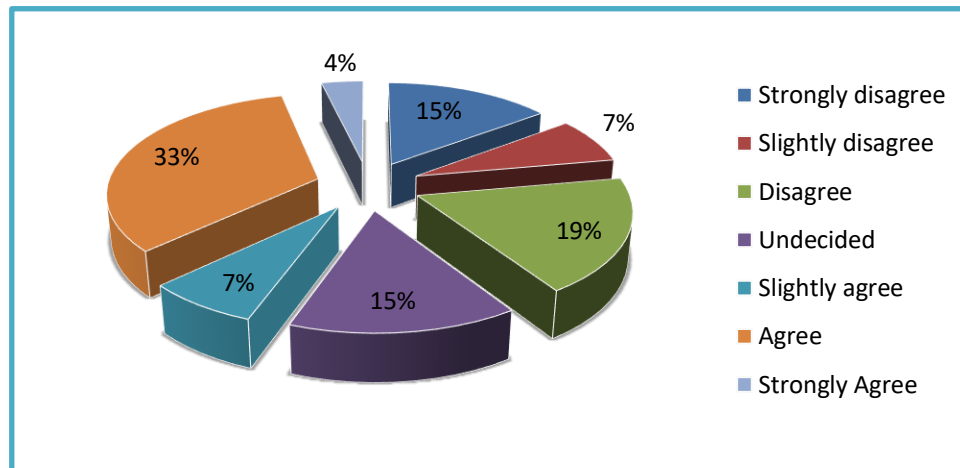
Figure 11 :Students' feeling when they listen to a long conversation without subtitles.

From the table and the figure 11, the majority of the participants are agreed 9 (33.3%) that they feel anxious when they listen to a long conversation without subtitles, those who are disagreed are 5 (18.5%), those who are strongly disagreed and undecided are 4 (14.8%), those who are slightly disagreed and slightly agreed are 2 (7.4%), and those who are strongly agreed are 1 (3.7%).

C/-Writing Skill Anxiety

Item11: I feel better if I have prepared for the writing topic before the class.

	Number	**Percentage%**
Strongly disagree	**0**	**0%**
Slightly disagree	**0**	**0%**
Disagree	**0**	**0%**

Undecided	**0**	**0 %**
Slightly agree	**0**	**0 %**
Agree	17	**65.4 %**
Strongly agree	9	**34.6 %**

Table12: Students' feelings when they asked to write on a previously prepared topic
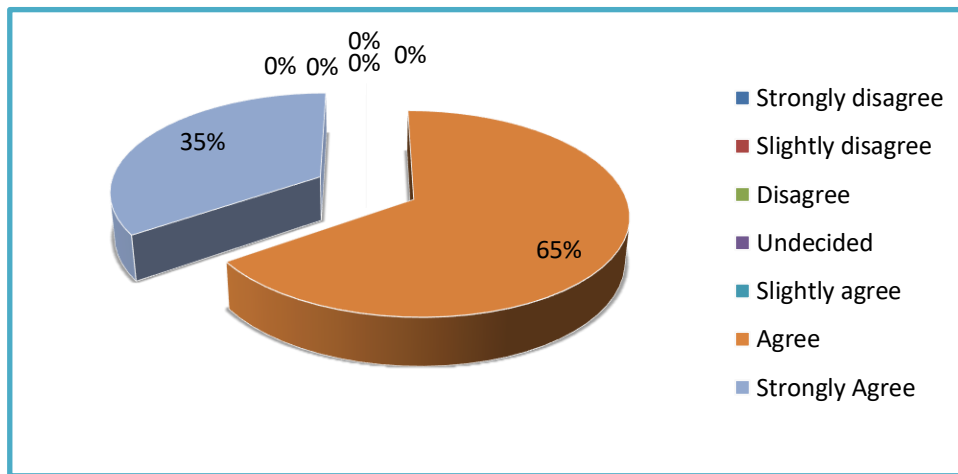
Figure 12: Students' feelings when they asked to write on a previously prepared topic

The twelfth table and figure present , those who are agreed that feel comfortable when they asked to write on a previously prepared topic are 17 (65.4%), those who are strongly agreed are 9 (34.6%), those who are strongly disagreed, slightly disagreed, disagreed, undecided, and slightly agreed are 0 (0%).

Item12: I feel relaxed when I am asked to write about subjects that I am familiar and interest in it.

	Number	Percentage%
Strongly disagree	**0**	**0 %**
Slightly disagree	**0**	**0 %**

Disagree	**0**	**0 %**
Undecided	**0**	**0 %**
Slightly agree	**3**	**11.1%**
Agree	**10**	**37 %**
Strongly agree	**14**	**51.9 %**

Table13: Students' emotions when they asked to write about familiar and interest topics
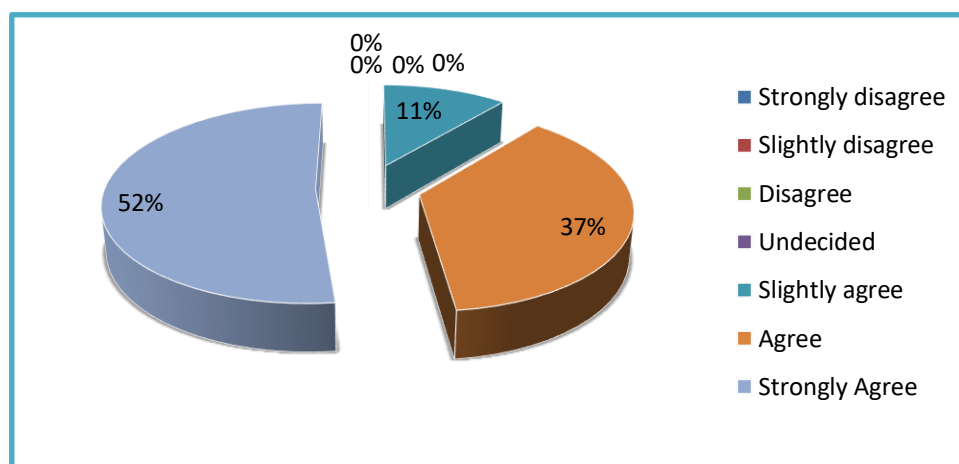
Figure 13: Students' emotions when they asked to write about familiar and interest topics

From the above table and the figure, those who are strongly agreed that they feel better when they asked to write about a familiar and interest topic are 14 (51.9%), those who are agreed are 10 (37%), those who are slightly agreed are 3 (11.1%), and those who are strongly disagreed, slightly disagreed, disagreed, and undecided are 0 (0%) for each of these choice.

Item13: I start to worry when I know I will be grader in writing .

	Number	Percentage%
Strongly disagree	**2**	**7.4%**

Slightly disagree	1	**3.7%**
Disagree	6	**22.2%**
Undecided	1	**3.7%**
Slightly agree	3	**11.1 %**
Agree	9	**33.3%**
Strongly agree	5	**18.5 %**

Table14: Students' feelings when they know they will be grader in writing
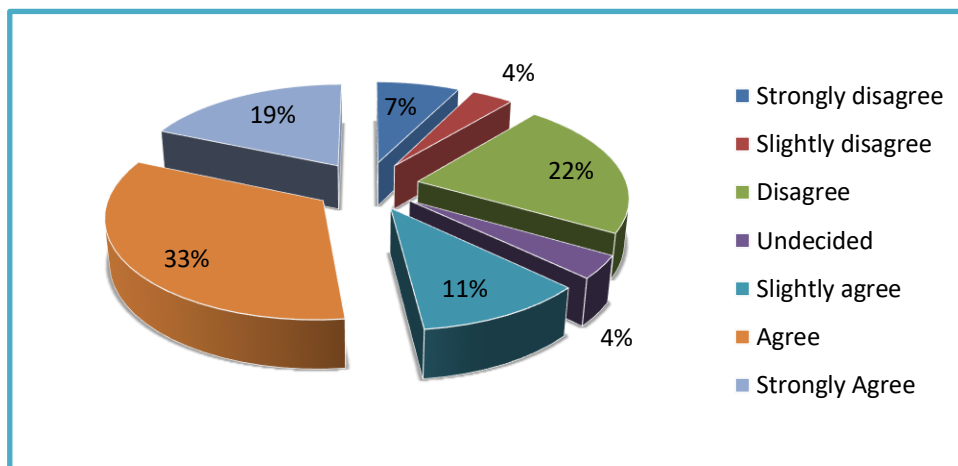
Figure 14: Students' feelings when they know they will be grader in writing

From the table and the figure 14, those who are agreed that they feel irritate when they know they will be grader in writing are 9 (33.3%), those who are disagreed are 6 (22.2%), those who are strongly agreed are 5 (18.5%), those who are slightly agreed are 3 (11.1%), those who are strongly disagreed 2 (7.4%), and those who are slightly disagreed and undecided are 1 (3.7%).

Item14: I start to worry about others opinion when I read my writing in front of them.

	Number	Percentage%

Strongly disagree	5	18.5%
Slightly disagree	0	0%
Disagree	9	33.3%
Undecided	1	3.7%
Slightly agree	2	7.4%
Agree	7	25.9%
Strongly agree	3	11.1%

Table15: Students' sensation on the others opinion
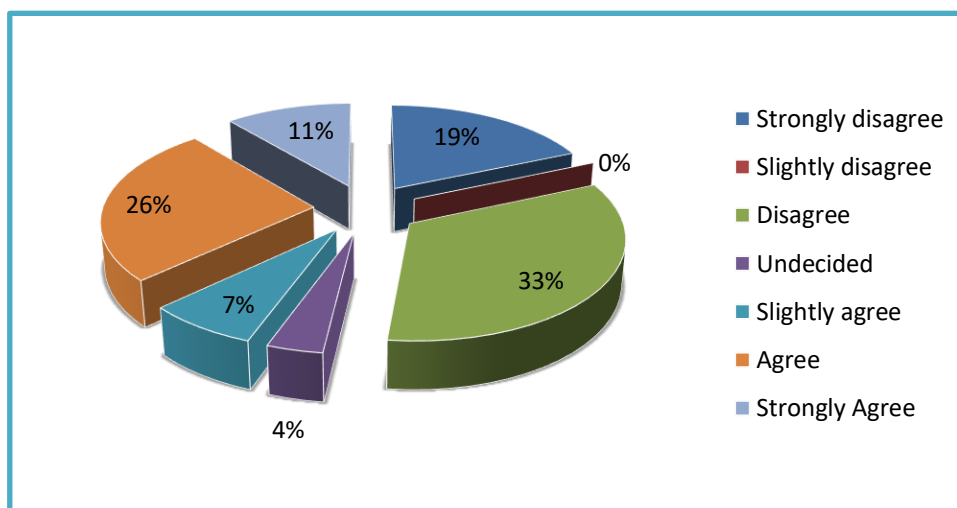
Figure 15 :Students' sensation on the others opinion

The table shows that the learners who are disagreed that the others opinion make them worried and tense are 9 (33%), those who are agreed are 7 (25.9%), those who are strongly disagreed are 5 (18.5%), those who are strongly agreed 3 (11.1%), those slightly agreed 2 (7.4%), those who are undecided 1 (3.7%), and those who are slightly disagreed are 0 (0%).

Item15: I feel irritate when I do not know how organize my thoughts and ideas in an English composition.

	Number	Percentage%
Strongly disagree	**1**	**3.7 %**
Slightly disagree	1	**3.7 %**
Disagree	**3**	**11.1 %**
Undecided	2	**7.4 %**
Slightly agree	4	**14.8 %**
Agree	9	**33.3 %**
Strongly agree	7	**25.9 %**

Table16: Students' feelings about the lack of ideas' organization
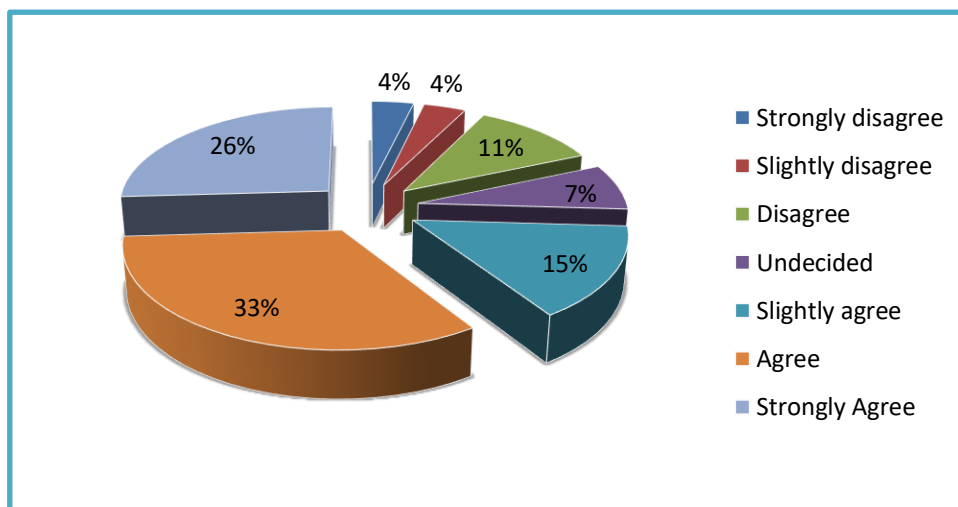
Figure 16: Students' feelings about the lack of ideas' organization

The table shows that the majority of the participant are agree 9 (33.3%) that they irritate when they do not know to organize their thoughts and ideas, those who are strongly agreed are 7 (25.9%), those who are slightly agreed are 4 (14.8%), those who are disagreed are 3 (11.1%), those who are undecided are 2 (7.4%), and those who are strongly disagreed and slightly disagreed are 1 (3.7%).

D/-Reading Skills Anxiety

Item16: I feel comfortable when I read short and interesting texts activities.

	Number	Percentage%
Strongly disagree	0	0%
Slightly disagree	0	0%
Disagree	2	7.4%
Undecided	0	0 %
Slightly agree	0	0 %
Agree	18	66.7%
Strongly agree	7	25.9 %

Table17: Students' emotions on the reading of short and interesting texts
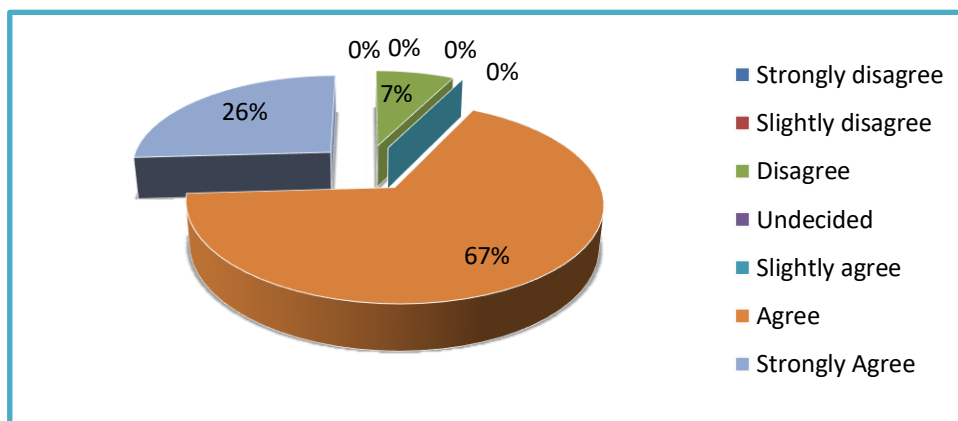
Figure 17: Students' emotions on the reading of short and interesting texts

The table above clarifies that the majority of the participants are agreed 18 (66.7%) that they feel better when they read a short and an interesting texts. Whereas, those who are strongly agreed are 7 (25.9%), those who are disagreed are 2 (7.4%), those who are strongly disagreed, slightly disagreed, undecided, and slightly agreed are 0 (0%).

Item17: I get frustrated when I do not understand the main idea of what I read.

	Number	Percentage%
Strongly disagree	0	0%
Slightly disagree	0	0%
Disagree	4	14.8 %
Undecided	0	0%
Slightly agree	3	11.1%
Agree	19	70.4%
Strongly agree	1	3.7 %

Table18: Learners' feelings about the lack of understanding the text main idea.
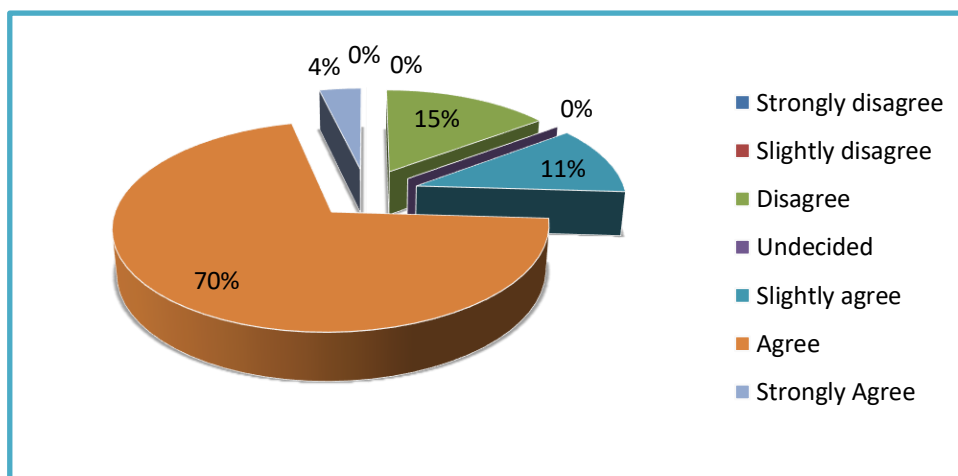
Figure 18: Learners' feelings about the lack of understanding the text main idea.

The table above illustrates that the participants who are agree that the lack of understanding the main ideas of text make them 19 (70.4%), those who are disagreed are 4 (14.8%), those who are slightly agreed 3 (11.1%), those who are strongly agreed are 1 (3.7%), and those who are strongly disagreed, slightly disagreed, undecided, and slightly agreed are 0 (0%).

Item18: I become anxious when I have to answer questions in the class about what I read

	Number	Percentage%
Strongly disagree	3	**11.1%**
Slightly disagree	1	**3.7 %**
Disagree	8	**29.6 %**
Undecided	3	**11.1 %**
Slightly agree	2	**7.4 %**
Agree	7	**25.9 %**
Strongly agree	3	**11.1 %**

Table19: Learning feelings about comprehension questions
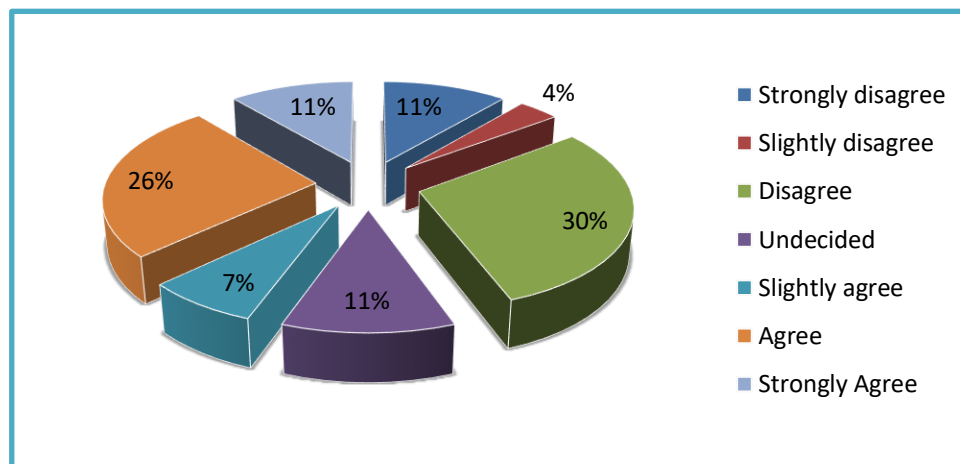
Figure 19 :Learning feelings about comprehension questions

The table states that 8 (29.6%) are disagree that they feel anxious when they cannot pronounce the words correctly, 7 (25.9%) are agreed, 3 (11.1%) are strongly disagreed, undecided, strongly agreed, 2 (7.4%) are slightly agreed, and 1 (3.7%) are slightly disagreed.

Item19: I become anxious when I do not know how I pronounce words.

	Number	Percentage%
Strongly disagree	**3**	**11.1%**
Slightly disagree	**0**	**0%**
Disagree	**5**	**18.5%**
Undecided	**1**	**3.7%**
Slightly agree	**7**	**25.9%**
Agree	**10**	**37%**
Strongly agree	**1**	**3.7%**

Table20: Learners' feelings on the lack of pronunciation
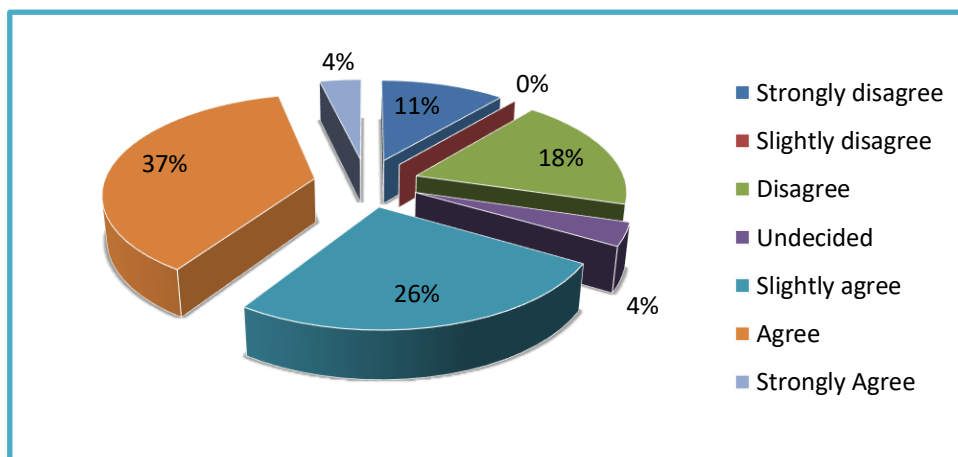
Figure 20: Learners' feelings on the lack of pronunciation

The table shows that the participants who are agree that they feel anxious when they cannot pronounce the words correctly are 10 (37%), those who are slightly agreed are 7 (25.9%), those who are disagreed are 5 (18.5%), those who are strongly disagreed are 3 (11.1%), those who are undecided and strongly agreed 1 (3.7%), and 0 (0%) are slightly disagreed.

Item20: I feel irritate when I have to answer multiple choice questions or open questions about what I read.

	Number	Percentage%
Strongly disagree	5	18.5 %
Slightly disagree	2	7.4%
Disagree	8	29.6%
Undecided	1	3.7%
Slightly agree	3	11.1%
Agree	8	29.6%
Strongly agree	0	0%

Table21: Learners' emotions on multiple choice and open questions
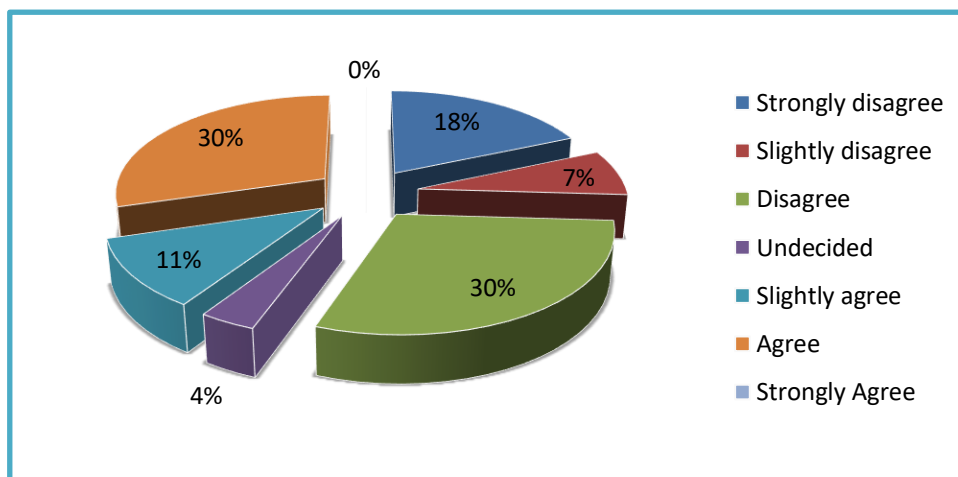
Figure21: Learners' emotions on multiple choice and open questions

The table shows that the participants who are agreed and disagreed that they feel irritate when they answer multiple choice and open questions have the same percentage 8 (29.6%), those who are strongly disagreed 5 (18.5%), those who are slightly agreed are 3 (11.1%), those who are undecided are 1 (3.7%), and those who are strongly agreed are 0 (0%).

Item21: In your opinion, what are the causes of foreign language learning anxiety?

	Number	Percentage%
Lack of linguistics competence	8	**29.6%**
Lack of self-confidence	6	**22.2%**
Fear of being the centre of attention	7	**25.9%**
Fear of being negative criticism from others	3	**11.1%**
All above	7	**25.9%**

Table22: The Cause of Anxiety of High Anxious Students
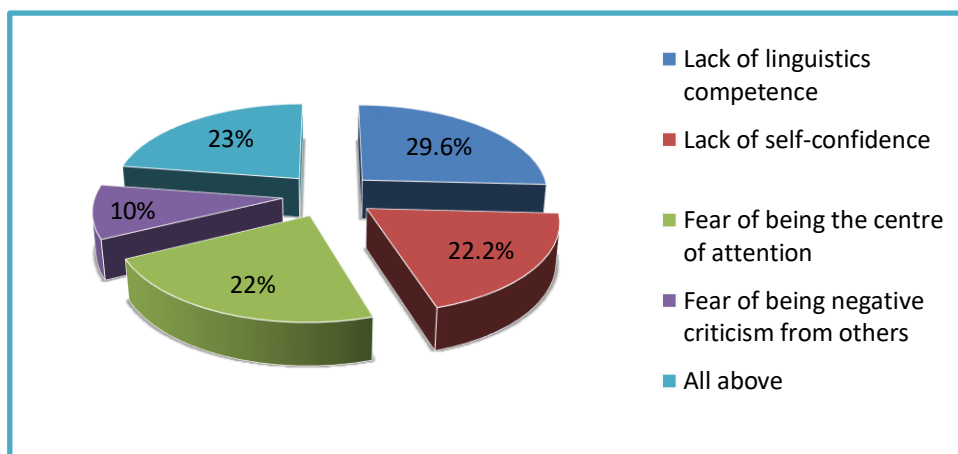
Figure 22 :The Cause of Anxiety of High Anxious Students

The table represents the causes of anxiety of high anxious students, where the majority of the participants 8 (29.6%) considered lack of linguistics competence as the most cause of anxiety. Whereas 25.9% of them selected "fear of being the centre of attention". In parallel 25.9% of the participants selected the last choice « All above ». Lack of self-confidence considers as a cause by 6 (22.2%) and 3 (11.1%).

Item22: According to you, how learning anxiety can affect your language learning?

The number of the participants who responded to this question is 18 (66.6%), and the number of those who did not answer it is 9 (33.4%).The number of the participants who answer the question is more than the number of those who did not answer it. The responses of the participants of the how learning anxiety can affect their language learning are summarized as follows: It affects their language learning negatively by: getting poor grades disincrease their self-confidence, preventing their speaking performance. The participants who answered this question show that they are aware of the effects of anxiety as a hindrance in language learning, also they are aware of ways they can rely on to reduce their learning anxiety. The reason behind participants' non-answering the question may be because they do not know how to reduce their anxiety, therefore, they need some advice.

Section Three: Reducing Foreign Language Anxiety

Item23: In your opinion, to what extent does reducing anxiety help you to enhance your language learning?

	Number	Percentage%
High extent	**16**	**59.3 %**
Intermediate extent	**10**	**37 %**
Low extent	**1**	**3.7 %**
Total	**27**	**100%**

Table23: Students' Level of Speaking Anxiety
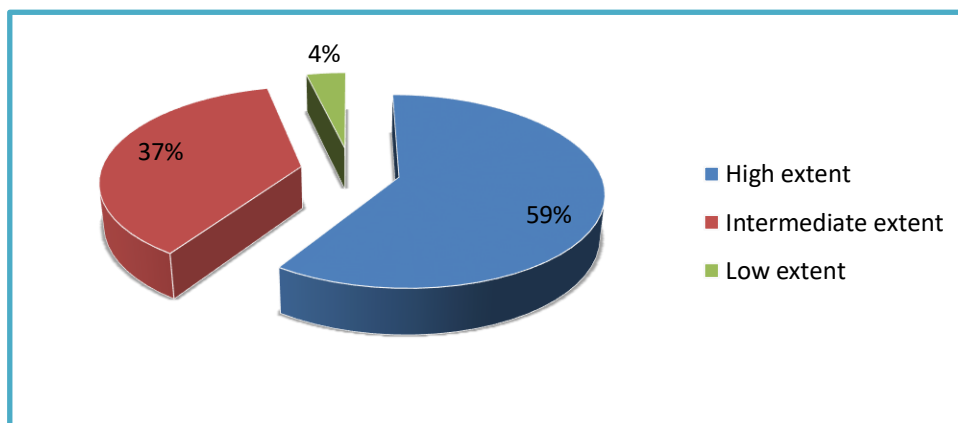
Figure 23 :Students' Level of Speaking Anxiety

From the table we can deduce that 16 (59.3%) of the participants considered that reducing anxiety has a high extent in their learning process, 10 (37%) declared that reducing anxiety has an intermediate extent in their learning process whereas 1 (3.7%) said that it has low extent.

Item24: What do you think you can do in order to reduce your anxiety?

	Number	Percentage%
Practice and preparation	**16**	**59.3 %**
Positive self-talk and motivation	16	**59.3%**
Eliminating fear of making mistakes	**11**	**40.7 %**
Total	27	**100 %**

Table24: Learners' Solution to reduce learning anxiety
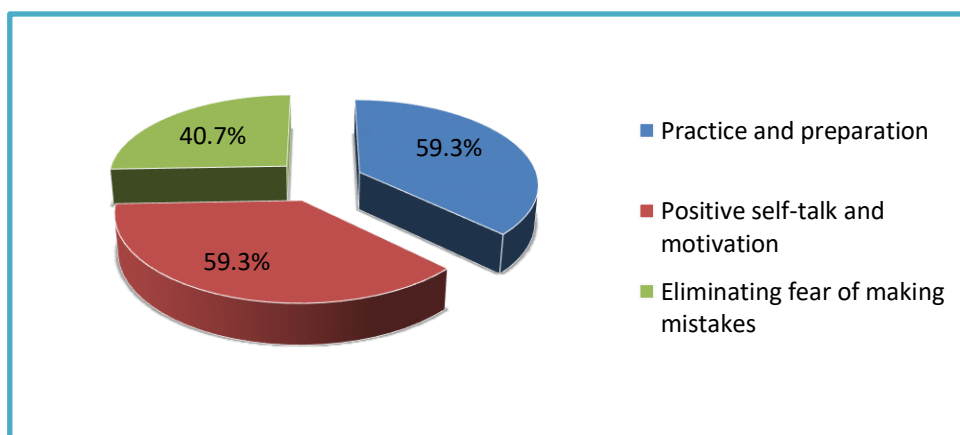
Figure 24 :Learners' Solution to reduce learning anxiety

Table 07 shows that the majority of the participants (59.3%) cope with their anxiety, through practice and preparation of the lesson at home and (40.7%) through eliminating fear of making mistakes.

Item25: Do you think that teacher has a role to help you to surmount anxiety?

	Number	Percentage%
Yes	**25**	**92.3%**
No	2	**7.7%**
Total	**27**	**100%**

Table25: The role of teachers in surmounting anxiety
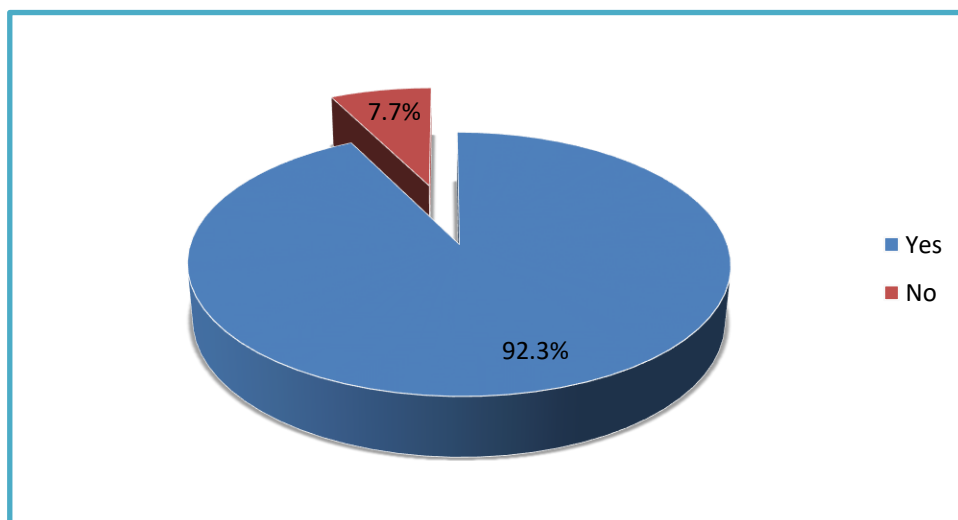
Figure 25 :The role of teachers in surmounting anxiety

It is seen from this table that the participants who think that teachers have a role to help them to surmount anxiety are 25 (92.3%), and those who think that teachers do not have a role to help them to surmount anxiety are 2 (7.7%).

Item26: If Yes, How can your teacher help you to reduce your anxiety ?

	Number	Percentage%
Creating relaxed atmosphere.	**20**	**74.1%**
Enhancing the teacher-	**13**	**48.1%**

student relationship		
Varying learning activities	**8**	**29.6 %**

Table26: Teachers' strategies to reduce the learners' anxiety
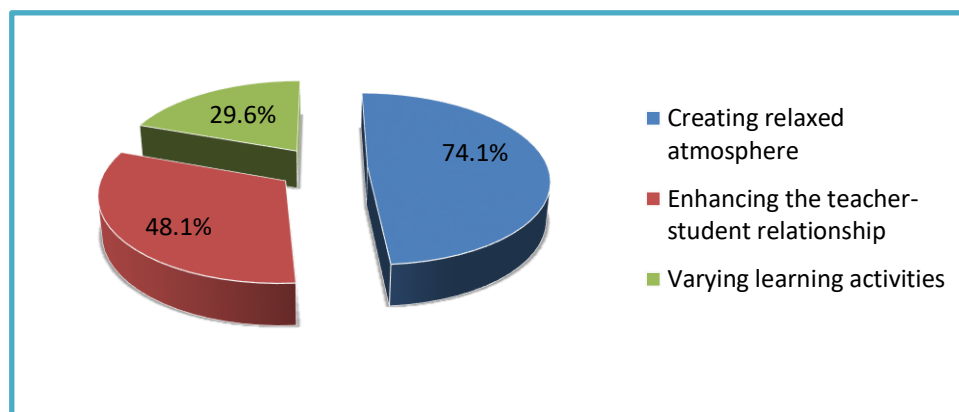
Figure 26: Teachers' strategies to reduce the learners' anxiety

We notice from this table that the participants who reported that teacher can reduce learner's anxiety by creating relaxed atmosphere are 20 (74.1%), 13 (48.1%) consider enhancing teacher- student relationship as an effective strategy in reducing learners' anxiety. However, 8 (29.6%) choose the last option varying learning activities.

3.2.2 Interpretation of students' questionnaire:

The objective of this research paper is to investigate learning anxiety in EFL classes, and suggest different strategies to surmount it. In order to achieve that, a questionnaire as a first tool in this study was distributed on 29 second year students, which allow revealing many findings.

To begin with, the first section showed that females with a percentage of (78%) are more motivated and interested to learn a foreign language than males do and concerning the choice, the majority of them are studying English as result of personal choice which means that they are aware of their choice and interest to learn.

The second section responses detected set of facts, the third question (Q3) indicates that the majority of the students suffer from anxiety through their learning anxiety. The answers of the fourth questions discovered that speaking anxiety is the most skill effects by anxiety. In addition, the second section finds out the different situation of anxiety through practicing the four language skills. Each skill has a specific situation where the students

feel anxious. For instance the questions from (Q5) to (Q22) which aim to discover the different anxious situation to the learners during practicing the four language skills which allow us to identify the main sources and causes of learning anxiety. According to the findings of the previous questions, the sources of learning anxiety among the four skills are as follow: lack of preparation, the participation during the class, the oral presentation, the lack of pronunciation, the lack of understanding, the absence of the subtitles or visual aids (pictures, videos…), Fear of bad grades and marks during the exams, lack of vocabulary and ideas organization skill, and discuss or read an uninterested topic.

Lack of linguistics competences is the main causes of foreign language anxiety, anxiety according to the findings of the (Q23) from the same section. In addition to other causes as :fear of being negative criticism from others, fear of being the centre of attention, and lack of self-confidence.

For the purpose to know how anxiety can affect their learning process, the twenty-fourth question was asked, whereas the findings finds out that anxiety effect the process negatively on their motivation, performance, as well as on their grades. In other hands it shows that it can be effect positively on their motivation, achievements, and competitiveness.

The last section is addressed to find solution to reducing FLA due to its high extent in enhancing and developing learners' performance, and that what deduce from the question twenty-fifth.

The same section responses declared that teachers have a vital role in deducing their students' anxiety especially by creating a relaxed and calm atmosphere, in addition to enhancing the teacher-student relationship, that were the most answers selecting by the students concerning how teachers can help them to reduce their anxiety.

Learners on the other hand, have the ability to help themselves to reduce their learning anxiety according to the responses, students state that practice and preparation in addition to, positive self-talk and motivation are all what they response that they need to get over their anxiety.

3.3 Teachers' interview analyses and interpretations:

3.3.1 Teachers' interview analyses:

Section One: Personal Information

Q1: Could you please Sir/Mrs. introduce yourself and your qualifications?

This question was asked to know the qualification of participants' teacher, when most of them held the doctorate degree. In addition to that some teachers have the ability to teach others topics beside to their specialty.

Q2: How long have you been teaching English at the university?

This question was presented in order to know how long have them been teaching English. The responses revealed that all the teacher spent a long time in teaching field which help them to get a lot of experience in that field which help them to get a lot of experience in this field. Most of the responses were between 8 and 14 years.

Section Two: The Four Language Skills in EFL Classroom

Q1: What about teaching and learning English language as a foreign language in our country?

The aim behind asking this question is to know the status of English language in Algeria. The teachers declared that teaching English as a foreign language needs more developed teaching strategies and learning styles to improve their skills.

Q2: Mastering any foreign language advocates the equal prominence of the four integrative skills. How do you see that on your EFL learners?

This question was asked for the sake of checking the students' skills balance; all the teachers were agreed that most of the EFL learners do not have that balance between the all four skills

Q3: In your opinion, What are the main difficulties which the learners encounter during the instructional process?

The third question from the current section, targeted to check out the main difficulties which the learners encounter during the instructional process. Teachers counted various obstacles which are: understanding, anxiety, shyness, the lack of vocabulary, the fear of making mistakes, the lack of cultural/linguistic background (slang, idioms), and low of low self-esteem.

Q4: What are the different activities you implement in your teaching process?

This question seeks to reveal the various activities that the professors apply, as the participating professors revealed a set of activities, including them**:** discussions and debates, presentations, telling stories, role playing, and watching videos.

Section Three: EFL learning Anxiety

Q1: During the EFL classes, which skill seems stimulating for your learners?

The purpose of forming the first question from the last section of the interview is to find out which of the four skills make the student more active and motivated during the lesson. Based on the answers, all the teachers agreed that speaking is the most motivating and active skill.

Q2: during the EFL Classes, do all of your students participate during the lesson? Are they responsive enough and motivated? If yes, how could you interpret that? If they are not responsive, how do you explain this phenomenon?

This question aims to verify whether all students participate during the lesson or not and the reason behind their non-participation. The answers were negative as the teachers revealed that most students do not participate during the lesson due to several reasons, including: the fear of making mistakes and the lack of motivation.

Q3: Do you think that learning anxiety is a major cause of learner's non-collaboration?

This question seeks to know the opinion of the teachers, as they consider anxiety as the main reason for the students' lack of interaction or not. All teachers agreed that anxiety is one of the main reasons for the lack of cooperation and participation of students during the lesson.

Q4: How do feel about learning anxiety?

The aim behind this question is to select different perceptions and opinion of teachers among the learning anxiety. The teachers responses consider that learning anxiety as an inhibit of students' progress, an obstacle to student development.

Q5: through your teaching experience, what are the characteristics of the anxious learners?

Depending on the experience of the professors, the fourth question was asked in order to know the characteristics of the anxious student, which are as follows: shy, sweating, distracted, fear, psychologically irritated, low self-confidence, two professors also added that the anxious student avoids eye-contact with their teacher in the classroom.

Q6: What are the causes that make your students so anxious?

The aim of this question was to sort out causes that lead students to be anxious, teachers' answers were almost the same because the majorities have talked about the low level of self-confidence and dear of negative evaluation by saying that they consider that as two major causes of learning anxiety for students. The participating teachers add that students can be anxious due to other factors as: shyness, lack of motivation, and lack of sufficient linguistic ability. One of the teachers added that the environment plays an enormous role in students production, in addition to the social, economic problems may affect students' performance in class.

Q7: What are the strategies that you see effective to overcome your students' learning anxiety?

This question seeks at identifying the effective teachers' strategies that can help their students to overcome their learning anxiety. Teachers declared that they have a big role in reducing the learners' anxiety by simplification of questions, strengthening of learner's self-confidence, helping them find the answers, in addition to encouraging them learn more. Some of teachers added that creating a relaxing atmosphere in the classroom is very important. The teacher can also establish a positive rapport with their students so both trust in and respect the other. Funny activities and a sense of humour are also good practices that can help a lot. One of the teachers mentioned that avoiding formal or corrective feedback can encourage learners to take risks and participate without any fear of making mistakes can help the student a lot to overcome the anxiety.

Q8: What advice do you impart to your anxious learners to surmount their anxiety?

This question was asked for sake of giving the opportunity to the teachers to advice their students, as well as the anxious students to take benefits from this study wish help them to surmount their anxiety. Teachers asked the learners firstly to trust themselves, believe that nothing is perfect and that one learns through errors. One of them give a

golden advice when he said to try to study for the sake of enjoying and discovering the language not for the single purpose of passing exams, and he added that learning is fun, so do not spoil it but your fears.

3.3.2   Teachers' interview interpretations:

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 learning anxiety.

The findings of the first section show that all of the teachers are capable and to help learners to overcome their learning anxiety due to their high degrees (PhD), and their experience in the education field.

The findings obtained from section two, implied that English as a foreign language in our country needs more interest and developed teaching strategies and learning styles. Anxiety is the most difficulty which face the learners during the instructional process, in addition to several difficulties such as: lack of understanding, shyness, the lack of vocabulary, the fear of making mistakes, and low motivation and self-esteem.

The last question in this section was revealed that: debates and discussions, role playing, games, presentations, watching videos, telling stories are the most activities were applied by the teachers in their teaching process.

The following section answers illuminated that speaking skill is the motivational skill for the learners due to this skill allow them to talk and discuss their ideas, emotions and feelings freely with their mates. Furthermore, the findings of the third question confirmed that anxiety is a hindrance of students' progress.

In the same section and by asking the sixth question (q6), it was revealed that teachers are able to intuit anxious learners by specific characteristics such as: shyness, sweating, distracted, fear, psychologically irritated, low self-confidence, two professors also added that the anxious student avoids eye-contact with their teacher in the classroom.

 Low level of self-confidence and fear of negative evaluation are two major causes of learning anxiety according to the findings of the sixth question, in addition to different

causes as: shyness, lack of motivation, and lack of sufficient linguistic ability and the social, economic problems.

The last section is concerning the solutions and recommendations, the findings of the two questions show that the teacher has a vital role in surmounting learners' anxiety by applying different strategies such as: creating a relaxing atmosphere in the classroom, strengthening of learner's self-confidence, helping them find the answers, in addition to encouraging them learn more. In the other hand, the results revealed that learners can help themselves also to overcome their anxiety by following their teachers' advice.

Classroom Observation Analyses and Interpretations:

3.4.1 Classroom Observation Analyses:

A/- Reading Skill Anxiety

	Yes	No
-Does the students stutter during reading.	95%	5%
-Does the student has a difficulties in pronunciation.	95%	5%
-Does he/she participate during reading.	80%	20%

Table 3.28: Reading Skill Anxiety

During the sessions of classroom observation, the researcher could observe that students experience a certain level of reading anxiety, which is students got Sutter during reading with (95%). It was also observed that the students have difficulties in pronunciation ability and start nervous when their friends correct their mistakes with (95%).Furthermore, it was strongly observed that (80%) of the students did not participate during the reading activities since the teacher asked them to read.

B/- Writing Skills Anxiety

	Yes	No
-Does he/she feel better if he/she has prepared for the writing topic before class.	90%	10%
- Does the student feel relaxed when he/she asked to write about a familiar and an interest subject.	95%	5%
- The students start worrying if he knows that he will be graduate.	70%	30%
- The students face problems to organize her/his thoughts and ideas.	85%	15%
- The student has lack of vocabularies.	85%	15%

Table 3.29: Writing Skill Anxiety

During the writing observation, the observer could observe that most of the students feel better and comfortable when they asked to write about a familiar and an interest topic and a prepared topic before the class. In addition, the researcher noticed that (70%) of learners started worrying if he knows that they will be graduate. The researcher was also observed that (85%) have faced problems to organize their thoughts and ideas in addition to that they have lack of vocabularies.

C/- Speaking Skills Anxiety

	Yes	No
- The student feels shy, tense and nervous while participating during class.	60%	40%
- The student trembled when being called.	75%	25%

The student got nervous when speaking in front of their classmates.	**75%**	**25%**
-The student feels anxious more when their friend corrects their mistakes.	**80%**	**20%**

Table 3.30: Speaking Skill Anxiety

During the sessions of classroom observation, the researcher could notice that EFL experience a certain level of speaking anxiety, which of the students feel shy, tense, and nervous while they participate during speaking class. It was observed also that (75%) of the students who listen their names by teacher to speak in front of their classmates got anxious and troubled. Moreover, the investigator noted that (80%) of them feel anxious more when their classmates corrected their mistakes during the speech.

D/- Listening Skills Anxiety:

	Yes	No
- Does he anxious when he listen to unfamiliar topic.	**80%**	**20%**
- Does he feel troubled when he listens to speech without subtitles on visual aids (pictures, videos…).	**90%**	**10%**
- The students does not understand to what he listens.	**75%**	**25%**

Table 3.31: Listening Skill Anxiety

During the session of the observation classroom, the observer could observe that EFL encounter a particular level of listening anxiety, 80% of students get worried when listen to unfamiliar topic to them. In addition, it was also noticed that 90% of foreign students have troubled when he listen to speak or watch videos without subtitle. Moreover, the observation indicated that 75% did not understand to what their teacher said.

3.4.2- Interpretation of the Results

The classroom observation conducted in this case study showed that second year EFL students experience the foreign language anxiety through their learning process since many manifestations of learning anxiety were observed the time of learning the four skills; getting stutter during reading, worried if they know that they will be graduate in writing tasks, or getting nervous when speaking in front of the class, and they feel troubled when listening to unfamiliar topics with new vocabularies.

Moreover, anxious FL learners are characterized by different symptoms as: pounding heartbeat, heart palpitations, and sweating, they avoid the eye contact either with their classmates or with teacher, they play with hands and moving a lot during their talking, and generally the anxious learners during their presentation talk with a low voice to avoid classmates' attention.

In conclusion, it was strongly observed that anxiety affect the learning performance of the majority of students by: disincrease their self-confidence, lead them to get bad markers and grades and inhibit their motivation. In other words, mostly when the anxiety affect the learning process negatively.

3.4 Findings and general discussion:

The findings of students' questionnaire have revealed that through using the motivational strategies, their anxiety would be decreased and thus their proficiency would be improved. Students' anxiety is considered as one of the most dangerous barriers that prevent the majority of learners from fulfilling their objectives in learning English as a foreign language. It can also be a real factor that intimidates their future carrier. Indeed, the results indicated that instructors could play an important role in reducing students' anxiety via encouraging and motivating them to improve and develop their language skills.

Furthermore, the findings obtained from the teachers' interview confirmed the previous results as it revealed that anxiety is of the most difficult psychological problems that the majority of students suffer from. It hinders them from learning a foreign language effectively. The majority of teachers are aware of the common students' difficulties, and they rely on certain motivational strategies to motivate their students to overcome their anxiety as creating relaxed and enjoyable atmosphere, teacher-students pleasant relationship, encouraging group work, varying learning activities.

In addition, the findings explored the influence of anxiety on students' learning performance and confirmed our hypothesis. Indeed, some strategies, when used effectively,

can lead students to succeed in their learning carrier. Besides, teachers should encourage their students to do their best in order to reduce their anxiety and make them feel comfortable and confident in order to improve their speaking of the English language. These results showed that anxiety is not an easy psychological phenomenon that the majority of students in the English branch at Saida University suffer from in their learning English as a foreign language. In addition, it is not impossible to eliminate even it is the most harmful obstacle to their students' achievement; teachers believe that motivational learning strategies are the most needed factors that can solve this problem. Hence, teachers and students have to work hand in hand to create a relaxed and enjoyable atmosphere, discuss on new and interested topics, respect and help each other in order to release anxious students and to help them to develop their speaking fluency.

The last research instrument explored that anxious FL learners are characterized by different symptoms as: pounding heartbeat, heart palpitations, and sweating, they avoid the eye contact either with their classmates or with teacher, they play with hands and moving a lot during their talking, and generally the anxious learners during their presentation talk with a low voice to avoid classmates' attention.

3.6 Limitations:

This study has encountered certain limitations that have affected the research process and they can be summarized as follow:

For the researcher, lack of time was an obstacle in conducting the research paper, since she was worked as a substituted teacher for the whole year.

The lack of time prompted the researcher to conduct the two research tools (questionnaire and interview) online, which affected the number of participants (29 students and 7 professors), which was scheduled to be 50 students and 15 professors.

1.4   Recommendations and Suggestions

For the purpose of reducing foreign language learning anxiety and enhancing the learners' performance, here are some suggestions for teachers, learners, and administration.

3.7.1 Recommendations for Administration

- The administration should reduce the number of the learners in order to achieve a good learning level.

- The administration should increase the hours of the oral expression sessions In order to provide the opportunity for learners to practice English intensively

3.7.2 Recommendations for Teacher

- Teachers should vary the activities in order to keep the learner" attention and to prevent them from bored.
- Teachers should motivate their learners and push them to participate and involve them in the tasks.
- Teachers should control the bullies and any inappropriate behavior inside the class.
- Teachers should use ICTs in order to improve the learning process and get the learners' interest.
- A good relationship should be constructed between teachers and students to create a relaxed atmosphere.

3.7.3 - Recommendations for Students

- Students should bear in their minds that mistakes are part of the learning process, so, they should not be afraid and shame from making mistakes.
- Students also should bear in their minds that nervousness is natural and it can be controlled through preparation of the lessons.
- Learners have to practice the language in order to increase their English proficiency and to reduce their anxiety.

1.5   Conclusion:

This chapter interprets the findings obtained from the three research instruments. It is divided into three sections. The first section discusses the findings of the students' questionnaire. The second one deals with the interpretation of the results of teachers' interview, while the third one deals with the results and interpretation of classroom observation. In this chapter, the research questions of the study have been answered and the hypotheses have been confirmed. From the results obtained from the previous research tools, we conclude that, second years students in the Department of English experience anxiety when learning English, which negatively affects their performance.

General Conclusion

The current study is conducted to find out the cause and effect of learning anxiety on EFL learners which help us to find effective strategies to surmount the students' anxiety. To gather relevant data for this study: three main instruments were used, a questionnaire for second year student, a classroom observation, and an interview for English teachers.

The findings have showed that there is an important relationship between anxiety and the learning process. It affirms that speaking is the most aspect that provokes anxiety and learner feel more anxious in the tasks that require speaking. Anxiety has many types: trait anxiety, state anxiety and situational specific anxiety. The learning anxiety is generally caused by many factors such as: communication apprehension, test anxiety, and fear of negative evaluation. There are many symptoms that can help in demonstrating learning anxiety. First, psychological symptoms, like nervousness, panic, fear, and loss of concentration .Second, physiological symptoms as heart palpitations, sweating and pounding heartbeat are the common ones. Finally, behavioral symptoms, such as refusal of going to school, anger, and outburst are reported to be the prevailing signs among learners.

The present study presents several results about the relation between learning anxiety and learning process. It has proved that most of EFL learners suffer from anxiety and both of them teachers and learners know about the negative effects of anxiety and they consider it as the most important factor that hurdle the learning process.

Learners and teachers can help in reducing anxiety by applying some strategies. Learners able to lower their anxiety levels by using some strategies such as: preparation and self-motivation. Also, teachers can help in decreasing anxiety by motivating their learners, creating a relaxed atmosphere, use different types of activities and let them working in groups. Minimizing the factors that cause and provoke the learners' anxiety can help in enhancing their performance. Therefore, we conclude that the findings of this study have shown that anxiety have great impact on the EFL learners' performance which confirm the research hypothesis that states that if the EFL learners' cope with their anxiety, they will enhance their performance.

The present study comes across some difficulties that limit the achievements such as: the questionnaire and classroom observation conducted for a short period of time which limits the results obtained.

To conclude, this subject is very important and it needs further studies to valid the results and to stretch the research to all the levels of EFL learners. In addition to contribute

other strategies that help in reducing anxiety and assert the main effects of anxiety not only speaking skill but on other language skills as reading, listening and writing.

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Appendices

Appendix A: Students' Questionnaire

Dear Students,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master memoire. We direct it in order to know the main sources of foreign language learning anxiety and it attempts to find effective strategies to surmount it among the EFL learners. It would be greatly appreciate if you answer honestly the questions that would take over 15minutes.Your answers are very important for the validity of our research.

Thanks for your collaboration.

Key Terms: Anxiety: is the feeling of being very worried. (Cambridge dictionary online)

EFL: English as a Foreign Language

 Strongly disagree: SD   **slightly disagrees:** SLD   **Disagree:** D   **Undecided:** UD

Slightly agree: SLA   **Agree:** A   **Strongly agree:** SA

Section One: Background Information

1: You are: a-Male ☐   b- Female ☐

2: Studying English at university was:

 a-A personal choice ☐

 b-An obligatory choice ☐

Section Two: Anxiety and Foreign Language Anxiety in EFL Classes

5: In Your learning process, does anxiety effect your Foreign language learning?

 Yes ☐   No ☐

6: In which skills do you feel anxious more?

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a- Speaking Skill ☐   b-Listening Skill ☐   c- Reading Skill ☐   d- Writing Skill ☐

a)-Speaking Skills Anxiety

6: I am anxious when I asked to discuss unfamiliar topic for me without preparing.

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

7: I feel shy, tense and nervous while participating in the English class.

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

8: I always feel that my classmates will laugh at me when I speak in the English class because of my pronunciation.

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

9: I feel anxious when I know that I will present orally.

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

B-Listening Skill Anxiety

10: I feel anxious when I do not understand what the teacher is saying in English class.

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

11: I feel anxious when I hear to an unfamiliar topic to me.

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

13: I feel anxious when I listen to a long conversation without subtitles or visual aids (pictures, videos...)

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

C-Writing Skill Anxiety

14: I feel better if I have prepared for the writing topic before the class.

SD ☐   SLD ☐   D ☐   UD ☐   SLA ☐   A ☐   SA ☐

15: I feel relaxed when I am asked to write about subjects that I am familiar and interest with it.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

16: I start to worry when I know I will be grader in writing.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

17: I start to worry about others opinion when I read my writing in front of them.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

18: I feel irritate when I do not know how organize my thoughts and ideas in an English composition.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

D-Reading Skills Anxiety

19: I feel comfortable when I read short and interesting texts activities.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

20: I get frustrated when I do not understand the main idea of what I read.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

21: I become anxious when I have to answer open questions about what I read.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

22: I become anxious when I do not know how I pronounce words.

SD ☐ SLD ☐ D ☐ UD ☐ SLA ☐ A ☐ SA ☐

23: In your opinion, what are the causes of foreign language learning anxiety?

a- Lack of linguistics competences ☐

b- Lack of self-confidence ☐

c- Fear of being the centre of attention ☐

d- Fear of being negative criticism from others ☐

e- **24: According to you, how learning anxiety can effect your language learning?**

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Section Three: Reducing Foreign Language anxiety

25: In your opinion, to what extent reducing anxiety help you to learn English effectively?

a-High extent ☐   b-Intermediate extent ☐   c-Low extent ☐

26: What do you think you can do in order to reduce your anxiety?

a-Practice and preparation before class ☐

b-Developing self-confidence ☐

c- Motivate yourself to take risks ☐

27: Do you think that teacher have a role to help you to surmount anxiety?

Yes ☐   No ☐

28: If Yes, How can your teacher help you to reduce your anxiety?

a-Creating relaxed atmosphere ☐

b- Enhancing the teacher-student relationship ☐

c- Varying speaking activities ☐

Thank you for your participation ☺

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Appendix B: Teachers' Interview

I want to thank you for taking the time to answer this interview.

My name is SLIMANI Amal and I would like to talk with you about « Surmounting Learning Anxiety in EFL Classes ».

The interview should takes less than 30 mins. I will record the session because I don't want to miss any of your comments. Although I will be taking some notes during the session. Please be sure to speak up and slowly so that we don't miss anything.

All responses will be kept confidential. This means that your interview responses will only be shared with our members and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are you willing to participate in this interview?

Section One: General Information

Q1: Could you please Sir/Mrs. introduce yourself and your qualifications?

Q2: How long have you been teaching English at the university?

Section Two: The Four Language Skills in EFL Classroom

Q1: What about teaching and learning English language as a foreign language In our country?

Q2: Mastering any foreign language advocates the equal prominence of the four integrative skills. How do you see that on your EFL learners?

Q3: In your opinion, what are the main difficulties which the learners encounter during the instructional process?

Q4: What are the different activities you implement in your teaching process?

Section Three: EFL learning Anxiety

Q1: During the EFL classes, which skill seems stimulating for your learners?

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Q2: During the EFL Classes, do all of your students participate during the lesson? Are they responsive enough and motivated?

If yes, how could you interpret that?

If they are not responsive, how do you explain this phenomenon?

Q3: Do you think that learning anxiety is a major cause of learner's non collaboration?

Q4: How do feel about learning anxiety?

Q5: Through your teaching experience, what are the characteristics of the anxious learners?

Q6: What are the causes that make your students so anxious?

Q7: What are the strategies that you see effective to overcome your students' learning anxiety?

Q8: What advice do you impart to your anxious learners to surmount their anxiety?

Appendix C: Classroom Observation

Date of Observation:

Observation n°:

Group n°:

Reading Skill Anxiety:

	Yes	No
-Does the students stutter during reading?		
-Does the student have difficulties in pronunciation?		
-Does he/she participate during reading?		

Writing Skill Anxiety:

	Yes	No
-Does he/she feel better if he/she has prepared for the writing topic before class?		
-Does the student feel relaxed when he/she asked to write about a familiar and an interest subject?		
-The students start worrying if he knows that he will be graduate.		
-The students face problems to organize her/his thoughts and ideas.		
- The student has lack of vocabularies.		

Speaking Skills Anxiety:

	Yes	No
-The students feel shy, tense and nervous while participating during class.		
-The student starts tremble when being called.		
-The student got nervous when speaking in front of the class or during oral presentation.		
-The student feels anxious more when their friends correct their		

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mistakes.

Listening Skills Anxiety:

	Yes	No
-Does he anxious when he listen to unfamiliar topic.		
-Does he feel troubled when he listens to speech without subtitles on visual aids (pictures, videos…)?		
-The students does not understand to what he listens.		