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**Reducing Learners' Speaking Anxiety through the Use of Oral
Presentation Projects in EFL Classes.**

**The case of third year students at the Department of English at the University Amar
Telidji -Laghouat**

*Dissertation submitted in partial fulfillment for the requirements of a 'Master'
degree in Didactics*

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This work is dedicated to:

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Abstract

This study aims at showing the effect of using oral presentation projects in reducing learners' speaking anxiety in EFL classes. The purpose of this study aims at identifying the main sources of this anxiety and showing how oral presentations projects are helpful in reducing it. Another aim is to collect data in an attempt to figure out the sources of the problem, then to provide suggestions to enhance students' self-confidence. In order to conduct this study, one instrument is used to collect data. A questionnaire was administered to third year students of English at Amar Telidji University. It is conducted to ask 30 students about their main sources of speaking anxiety and their views about using oral presentation projects as a helpful instrument in EFL classes. The results of the study reveal that the main sources of anxiety are: a lack of practice, the fear of negative feedback, learners' false beliefs about language learning, the fear of failing the English oral test and the worry about teachers' way of error correction. The findings also show that students are aware of the importance of using oral presentation projects in reducing their speaking anxiety in EFL classes as well as their future professional career. Students show that they lack practice because teachers only sometimes ask them to do such activity. Therefore, students are in need of more practice to reduce this anxiety and improve self-confidence.

المخلص

تهدف هذه الدراسة إلى التقليل من القلق عند تقديم البحوث لدى طلبة اللغة الإنجليزية . والسؤال الرئيسي هي محاولة إثبات فعالية هاته البحوث الشفهية هي وسيلة فعالة في الحد من القلق. وهناك أهداف أخرى منها معرفة أسباب هذا القلق إضافة إلى ذلك هذا البحث قدم توصيات لتعزيز الثقة بالنفس. في هذا البحث اعتمدنا على وسيلة وحيدة لجمع المعطيات المطلوبة و هي الاستبيان. وقد اخترنا طلبة السنة الثالثة بقسم اللغة الإنجليزية جامعة عمار تليجي بالأغواط كعينة للدراسة. شملت الدراسة ثلاثين طالبا كعينة لدراسة المشكلة المطروحة وهي معرفة أسباب قلقهم عند تقديم البحوث في القسم وبذلك يستطيع هذا البحث مساعدة طلبة اللغة الانجليزية في ادائهم البيداغوجي. وفي نهاية هذا العمل وصلنا إلى معرفة أسباب عديدة ومتعددة منها نقص الممارسة ، والتوتر من النقد السلبي بالإضافة الى الطريقة الخاطئة في تعلم هذه اللغة بالإضافة الخوف من ردة فعل الأستاذ لدى تقديم البحث .كل هاته النتائج تطرق اليها هذا البحث بعد تحليل الأسئلة التي وجهت الى طلبة السنة الثالثة. وختاما نقول أن النقص في الممارسة في تقديم البحوث هو السبب المحوري في طرح إشكالية هذا البحث والدعوة الى ضرورة كثرة استعمال البحوث الشفهية للحد من القلق لدى طلبة اللغة الإنجليزية كلغة أجنبية ويزيد من الثقة بالنفس.

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List of abbreviations

FL: Foreign Language

CLL: Community Language Learning

TL: Target Language

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Class Anxiety Scale

OPP: Oral Presentation Projects

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General Introduction

For students who are studying English as a Foreign Language (EFL) it is very important to come across facing real communicative situations in which they are asked to stand and speak in front of the whole class and deliver their views and thoughts. Many EFL learners in Algeria complain that their teachers pay much attention to the writing skill focusing on forms and rules of the Target Language (TL), and ignore their oral competency. Therefore, the learner is restricted to learn, read and memorize grammatical rules. In other words, some learners are capable to learn other skills but when they are asked to speak in situational contexts they find some difficulties. From previous decades to nowadays teaching has its own changes as there are various changes in other sciences, beginning with grammar translation method moving to new methods and approaches applied nowadays.

With the development of new methods like Community Language Learning (CLL), Suggestopedia and many others, under the name of humanistic school, learners are defined as ‘persons’ who have emotions and feelings, where the teacher has to consider these feelings to be taken into consideration in order to enhance the learning process.

On the other hand, through the application of such methods, teachers shifted to focus on the use of the Target Language (TL) instead of its usage considering learners as ‘persons’. Moreover, the existence of speaking anxiety may prevent the speaking skill to develop, where learners cannot express themselves very well in communicative atmosphere, and in an attempt to accomplish this shift, using oral presentation projects (OPP), may be one helpful tool that may reduce speaking anxiety.

Pervious Researches

Investigations on language anxiety are not entirely new because since previous decades educators were aware that learners were uncomfortable and anxious in language learning classes. (Horwitz, Horwitz, & Cope, 1986), were the first researchers who dealt with foreign language anxiety (FLA) as a distinct and different fact specific to the language learning context. The results indicate the existence of anxiety in Foreign Language (FL) classes, indicating that students were facing speaking anxiety more than other anxieties.

Studies on foreign language anxiety proved that this phenomenon may hinder this process of learning. (Wrode, 1998) conducted a study where anxiety is seen as one cause that may make FL more difficult. The findings of the study give support to other previous

researchers concluding that anxiety may affect the language learning experience in negative way and the thing that may improve learner's motivation is reducing his or her speaking anxiety.

In an examination of the factors that may cause speaking anxiety in EFL classrooms, (Yahya, 2013) attempted to find solutions for reducing such kind of anxiety. The researcher indicates that the first thing that teachers might do is to recognize that their learners are facing speaking anxiety in their classes. Then, teachers may establish safe classroom and cheerful environment and friendly relationships among students through various techniques.

Problem Statement

Speaking in front of the teacher and the classmates is one of the main purposes of learning a Foreign Language (FL). However, we have noticed that teachers are giving more attentions to learning grammatical norms and rules. On the other hand, most of FL learners face the problem of speaking anxiety when they are asked to work on presentation and stand in front of the whole class. Some students have good abilities and skills which enable them to write and read efficiently, yet teachers still find it difficult to deal with speech anxiety. We have noticed that students, who present oral presentation projects (OPP) and practice the use of language in the classroom, achieve better where they have more self-confidence and less anxiety than those who always keep silent and anxious as they become unwilling to communicate and interact with others in the classroom.

Research Questions

Our two main questions are:

- What are the main sources of speaking anxiety in EFL classes?
- How do oral presentation projects reduce speech anxiety?

Hypotheses

The research questions are important since they would show us the possible reasons of the problem. The fear of negative evaluation and failure in the English oral tests might be the most relevant hindrances. If students enter classroom with this fear, teachers will not have enough time to improve learners' English communicative skills. Besides, those learners are going to face other situations outside the classroom, for instance in social context, where they are asked to talk in front of another audience using English language as a means to communicate and deliver their messages. In other words, when students in the department of

English at Amar Telidji University are not motivated they lose self-confidence where they become anxious to speak their words. The present study is an attempt to situate the problem and recognize the real factors that stand behind this problem among EFL learners. While doing so, this research will look at the lack of practice, working on oral presentation projects, as a main reason.

Objectives of the study

The main purpose of this research is to find answers to our questions. Therefore, the main aims of our study are to know the main sources of speaking anxiety in EFL classes and the impact of using oral presentation projects on reducing this anxiety. Also, such kind of investigations would offer opportunities for educators to intervene in decreasing speaking anxiety among foreign language learners. Moreover, knowing and understanding causes and consequences of speaking anxiety and its effects on oral achievement may lead students to gain self-confidence in order to continue their future studies and cultural life.

Research Methodology

Because of the quality of the subject a descriptive method is preferred. It is concerned with questions and data analysis that will be conducted on specific topic. We will direct one main questionnaire to third year students of English at the department of Laghouat University where the study will be directed by their answers in analyzing the questions.

Structure of the Study

In order to reach our objectives, this work is divided into three chapters. Chapter one is divided into three parts in which will be devoted to reviewing literature on humanistic approach, speaking anxiety and oral presentation projects. The aim behind tackling this chapter is to shed light on the existence information about the subject in an attempt to justify the reason behind choosing the particular case study of this research.

Chapter two is devoted to the explanation of research methodology used in this dissertation. It will provide details about the chosen case study. It also gives an explanation of the methodology of collecting data in this study.

Chapter three is devoted to the results and discussions of the findings. It aims at analyzing the responses which will be collected from the students' questionnaire. Also, at the

end this chapter provides suggestions to reduce speaking anxiety. Microsoft excel software, in forms of column-charts, pie-charts and bar-charts, is used to present the results.

Chapter One

Literature Review

Introduction

Most traditional approaches consider learning as a habit information process where they ignore the learner's feelings. Thus, leading to an anxious atmosphere in the classroom where learners become less motivated and unconfident to speak in their EFL classes. . However, with the development of Humanistic approach, recent research has moved to focus on the learner's emotions where they view the learner as a 'whole person'. (Stevick 1990). In this field, EFL teachers can adopt humanistic methods to establish a suitable environment for learning. EFL teachers may use oral presentation projects to create such relaxed atmosphere.

Part One: Overview on humanistic approach

Foreign language (FL) classes, that adopt humanistic strategies and techniques, are based on the belief that a *"supportive and cooperative group atmosphere"* (Hadfield, 1995 in Mardijono, 2001, p. 92) will improve learning and help students to achieve better in their classes. The primary goals of these strategies are set to assist the learners, through participation, to raise positive feeling about their peers and themselves, to develop co-operation and support between each other in order to enhance their speech performance.

1- Defining "humanistic" approach

Humanistic approach within the field of education is about the emphasis on integrating both of cognition and affect where teachers treat their students as 'whole persons' . (Stevick, 1990, p. 29). FL students may face difficulties, either external or internal, when they come across acquiring oral proficiency. Concerning the internal side, they may feel anxious where they become afraid of making errors. Recent research has been carried out about the effect of anxiety on FL learning process. For (Krashen, 1988) there seems to be *"a consistent relationship between various forms of anxiety and language proficiency in all situations."* Some researchers have indicated that *"classroom anxiety correlated with speech skills."* (Krashen, 1988 cited in Mardijono 2001, p. 92)

The students also may face their teacher or classmates as they are in situations of facing their external factor. Concerning the teacher, learners may feel anxious as a result of critical

correction of errors, which may lead them to unwillingness to speak English as cause of fear of making mistakes. In addition to the teacher, their classmates' behaviors may hinder students' desires to participate in their oral contacts. Some students are considered to be the active ones through their domination of the oral communication; others may have attitudes like laughing at their classmates after making mistakes in their oral presentations. All these matters are related to the effective domain of (second) language acquisition. In order to assist students to find solutions for their problems, there should be a consideration of affective factors that may affect FL learning.

2- The Affective Domain

In psychology 'affects' stand for emotion or feeling. According to (Brown H. D., 1980), the affective domain is defined as "emotional side of human behavior" Brown identified two aspects of the affective domain: the intrinsic side and the extrinsic one, which involves 'social cultural variables'. The intrinsic facet of affective domain includes a "variety of personality factors within a person". Moreover, Brown identified three particular personality factors linked to (second) language acquisition: (1) egocentric factors, (2) transactional factors, (3) motivation. (Brown, 1980 qtd in Mardijono, p. 93).

2-1 Egocentric Factors

Egocentric factors stand for one's vision of self-concept. According to (Williams & Burden, 1997) self-concept is a "*global term referring to the amalgamation of all our perception and conception about ourselves which give rise to our personal identity.*" (Williams & Burden, 1997 qtd in Mardijono, p. 93) Self-esteem is considered as one specific facet of self-confidence. It is about judging the self-worthiness that persons hold towards themselves depending on the individuals' experiences shared with either themselves or others. Moreover, (Brown H. D., 1980) distinguishes three stages of self-esteem: global or general self-esteem, specific or situational self-esteem, which is linked to particular life state, and task self-esteem, which is linked to specific tasks within specific states. It was argued that all the three stages or levels "*to be correlated positively with performance on the oral production measure, with the highest correlation occurring between task self-esteem and performance in oral production.*" (Brown, 1980 qtd in Mardijono, p. 93) Therefore, it is suggested that learners are supposed to achieve better in their oral performance through the enhancement of their self-esteem linked to their activity or task. Thus, they gain better understanding of their capacities in their oral tasks.

2-2 Transactional Factors

Transactional Factors mean the process of communicating with others and extending beyond the self. Language is used as the means of communication for maintain social contacts and relationships. In order to communicate effectively, individuals are in need of empathy, where they can understand or feel what others understand or feel. Psychologists generally share the thought that there is a need of awareness and knowledge to be known about one's feeling and emotion. In other words, psychologists agree that by improving empathy in the oral classroom, the teacher and students are given opportunities to share their speaking experiences and feelings. Therefore, they may create a positive group environment as a result of understanding of each other. (Brown, 1980 in Mardijono, p. 94)

2-3 Motivation

One of the personality factors that may affect language learning is motivation. It is defined as shifting one person to a specific action through an inner drive. To give an explanation for motivation, there is a need of understanding and knowing human drives or needs. (Ausubel, 1968) classified six needs or desires: *“(1) the need for exploration, (2) the need for manipulation, (3) the need for activity, (4) the need for stimulation, (5) the need for knowledge, and (6) the need for ego enhancement, for the self to be known, to be accepted and approved by others.”* (qtd in Mardijono, p. 94)

In addition to (Ausubel, 1968), (Maslow, 1970) established hierarchical human needs. Maslow organized these needs and necessities in a hierarchy, where the more fundamental needs take priority over those higher ones, starting from *“psychological needs”* to *“safety, belonging, and esteem”* leading to the need for *“self-actualization”*.



Figure 1 Maslow's hierarchy of needs

Maslow considered that those who fulfilled their needs will be self-actualizes. This hierarchy emphasizes the need and necessity for the self to be accepted, especially to be accepted by others. Students learning experiences could be stimulated after coming across these basic needs. (Mardijono, p. 94)

3- Humanistic Methods

From the 1970s a humanistic approach to language teaching was developed with the growth of new methodologies such as Community Language Learning (CLL), Suggestopedia. (Maley, 1983) states that the effectiveness of these methods was regularly exaggerated, however he argues that these methodologies have a positive side for language teaching. Due to this humanistic approach there are several positive points such as the importance of group supportiveness, the recognition of hidden power of the mind, the establishment of less-stressed and secure environment and the decrease of threat to the learner with the permission of free error. There are several characteristics of these humanistic methodologies. One noticeable feature is a focus on psychological instead of cognitive sides of learning. Concerning this point, (Stevick, 1990) in his discussion of the effective humanist approach to teaching of the psychologist Carl Rogers, (Brown, 1980) states:

Roger is not concerned about the actual cognitive process of learning since, he feels, if the context for learning is properly created, then human beings will, in fact, learn everything they need to....The teacher as facilitator must therefore provide the nurturing context for learning and not his mission as one of rather programmatically feeding students quantities of knowledge which they subsequently devour.

(qtd in Stevick, 1990, p. 27)

One of the most significant aspects of humanistic approach is the behavior of the teacher toward his or her learners. Concerning pedagogy, this may be about *who* the teacher is, and *how* she or he behaves in the classroom. In other words, among the aspects of humanistic learning is to give an attention to emotion and feeling in the learning process. For instance, the growth of social relationships, taking responsibility of one's accomplishment, intellectual encouragement, thus leading to language acquisition and examined knowledge as outcomes of this basic focus.

3-1 Community Language Learning

CLL was introduced by Charles A. Curran and his associates. CLL is one of humanistic methods that include several techniques of FL teaching. (Moskowitz, 1978) identifies these techniques as those that: *“blend what the student feels, thinks and knows with what he is learning in the target language...help students to be themselves, to accept themselves, and be proud of themselves...help foster the climate of caring and sharing in the foreign language class.”* (qtd in Richards & Rodgers, 1987, p. 114)

In other words, methods like this one are composed of techniques that engage the *‘whole person’* considering the learners' emotions and feelings. According to (La Forge, 1983) as cited in (Richards & Rodgers, 1987) concerning the interaction of language under the CLL, he sees: *“Language is people; language is persons in contact; language is persons in response”* (p. 116). There are two kinds of interactions in CLL method: contacts between learners and contacts between learners and the knower. In the first type, learner discussions and exchanges extend as the class is composed of a community of learners. Moreover, learners will be pushed to maintain competition with the learning of their peers as they become parts of this growing community. Meanwhile, the second type is about telling the

messages and answers to the knower where learners expect feedback of their responses. (Richards & Rodgers, 1987)

CLL encourages a holistic approach considering both of cognitive and affective sides as the components of 'true' human learning, this is known as 'whole person learning'. In such situation there would be a communicative atmosphere where learners are involved cognitively and affectively. For (Curan, 1976) as cited in (Richards & Rodgers, 1987, p. 118), in order to achieve successful learning, there should be a look at several psychological requirements which are named under the abbreviation of 'SARD' which can be divided as the following: 'S' means security. Learners may face difficulty of achieving a successful learning experience in case they feel that they are not secure. 'A' stands to mean attention and aggression. CLL acknowledges that learner's lack of engagement in learning as a mark of losing his or her attention. However, learning can be promoted by applying various tasks and activities considering the choices of learners. Meanwhile, aggression is about the desire of the learner to take an opportunity to present his or her own capacity by showing and displaying what has been learned for self-assertion. 'R' means retention. Through the involvement of the whole person in the learning process, the learner adopts what is retained as a part of new persona in the process of learning foreign language. 'D' stands for discrimination. After retaining knowledge, the student will be able to discriminate using language for different purposes of communication in real life situations. One of the most noticeable features of CLL is group work where learners, for instance, are asked to prepare a topic to be presented in front of the whole class. Since the 1970s scholars and theorists attempted to deal with psychological problems that may hinder the learning process and teachers have to recognize explicitly those psychological factors where for instance (Rardirin, 1977) considers that "*personal learning conflicts...anger, anxiety, and similar psychological disturbance _ understood and responded to by the teacher's counseling sensitivity _ are indicators of deep personal investment*" (Rardirin, 1977 qtd in Richards & Rodgers, p. 122)

It is the responsibility of the teacher to create a safe environment in which learners can learn their language. By doing so, learners feel free to invest their energies especially when they feel secure in accomplishing their tasks of communication. The teacher must tackle topics that are in the interest of the students in order to motivate the class.

3-2 Suggestopedia

In addition to the CLL, Suggestopedia is also one of the humanistic methods that explicitly in charge of reducing a student anxiety. It was developed by Georgi Lozanov , a Bulgarian educator. (Freeman, 2000) Suggestopedia is based on the importance of mental thinking, determining that as people get older, they inhibit and hinder their knowledge. (Lozanov, 2005) argues that as individuals get older, they acknowledge social norms and regulate or alter their personalities to cope with their social environment. As a result, people inhibit their learning to cope with these outside limits. People have abilities that they used as they were children, that are put aside and not used, but these capacities are well-kept as *functional reserves*. Through the means of suggestion, Lozanov sees that people may re-integrate what they have already acquired. This suggestion helps students to enhance their ability to learn, to recall and integrate these reserves into their personalities.

(Lozanov, 2005) states that learners are in need of relaxed atmosphere in their classes. Also their psychological barriers ought to be ‘dissuggested’ where they are in need of feeling relaxed and confident. One of the most important parts of suggestopedic session is integrating the language they acquired into their personalities. (Freeman, 2000)

It is argued that Suggestopedia helps the teacher to establish an effective learning environment. The teacher ought to build a psychologically relaxed and less-stressed atmosphere, which assists the students in gaining an attitude where they feel relaxed and satisfied with their learning experience, removing any symptom of anxiety and boredom. In other words, the teacher ought to make the learners feel that they are secure in their classes. As a result, communication takes place in this way where students succeed to reach their ‘reserved powers’, which may help learners to enhance their involvement in their willingness to communicate in expressive activities and tasks using the (TL) as their means to deliver their messages and thoughts.

Part Two

An Overview of Speaking Anxiety

1- Anxiety from a psychological perspective

Anxiety is defined by psychologist as a personal feeling of worry, tension, apprehension and nervousness related to a provocation of the autonomic nervous. (Horwitz, Horwitz, & Cope, 1986, p. 125). In such case, students find it difficult to concentrate on what they are doing, become absent-minded until they think about avoiding the attendance of their classes. According to (Horwitz, Horwitz, & Cope, 1986) the development of current approaches under the humanistic umbrella like Suggestopedia, and CLL pave the way to give an attention to decrease learner anxiety.

Anxiety occurs in several ways varying from one person to another and from one situation to another that may cause the anxiety response. According to psychologists, there are three types of anxiety: trait or global anxiety, situation-specific anxiety and state anxiety. (MacIntyre & Gardner, 1989 in Bowen, 2004, p. 29)

1-1 Trait or global anxiety

Trait or global anxiety is defined as a type in which there is a stable tendency to become anxious in wide number of several situations. It is considered as a characteristic of the individual's personality and is regarded a stable or steady feature over time. (MacIntyre & Gardner, 1989 in Bowen, 2004, p. 29)

1-2 Situation-specific anxiety

This type of anxiety concerns the anxiety felt in specific situation or environment. Situation-specific anxiety is defined as the possibility of being anxious in a specific or particular situation. Such kind of anxiety may take place in educational atmosphere, for instance, language anxiety, test anxiety or speaking in front of the audience. (MacIntyre & Gardner, 1989 in Bowen, 2004, p. 29)

1-3 State anxiety

When the anxiety has an impact on emotion, feeling, behavior and cognition, then it is a state anxiety. It is the temporary emotional state or situation of feeling anxious which can alter over time.

Concerning the cognitive effects, anxiety may lead the individuals to feel more sensitive paying much attention to what other think about them. However, the over-evaluation of one's self behavior, attempts to avoid the current situation, and physical symptoms like an erased heart rate and sweaty palms are all indicators of behavioral effects of state anxiety. (MacIntyre & Gardner, 1989 in Bowen, 2004, p. 30)

State anxiety may take place in language learning where individuals, for instance, meet new persons, speaking in front of the whole class, and receiving correction of their errors by others.

2- Foreign Language Anxiety

In an attempt to establish a theoretical study of language anxiety, (Horwitz, Horwitz, & Cope, 1986, p. 127) saw that there is a relation between FL anxiety and three performance anxieties since it is connected with “performance evaluation within an academic and social context”: 1-communication apprehension; 2-test anxiety; and 3-fear of negative evaluation.

2-1 Communication Apprehension

Communication apprehension concerns situations where individuals feel shy and anxious when communicating with other people. Examples of communication apprehension include the fear of speaking in groups facing a speaking communication anxiety, or “stage fright” when it comes to face public, or in listening and understanding a spoken language as experiencing a receiver anxiety. Concerning those who have to talk in groups are the most ones who face the trouble of communicating in their FL classes.

2-2 Test anxiety

Test anxiety is a sort of anxiety where learners feel uneasy and stressed about academic evaluation which arises from a fear of failure (Horwitz, Horwitz, & Cope, 1986, p. 127). Test-anxious learners usually seek a perfect performance and guess about unrealistic achievement in their test, hence they consider any bad achievement as an indicator of failure. It was indicated that oral tests may cause both of oral and communication anxiety at the same time. Such type of anxiety may lead learners to think about the given marks as the true reflection of their capacity. Thus, this feeling will affect negatively one's self-esteem and the arousal of feelings of anxiety in the next stages of language learning experiences.

2-3 Fear of negative evaluation

Fear of negative evaluation refers to “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” as the third type of anxiety in FL classes. This type is broader than test anxiety though they share some similarities. Fear of negative evaluation is not restricted to test- taking cases where it may take place in ‘any social, evaluative situation such as...speaking in foreign language class’. (Horwitz, Horwitz, & Cope, 1986, p. 128) Students may feel anxious if they see that they are evaluated or judged by their teacher and peers.

3- Sources of language anxiety

According to Young (1991) there are six main sources of language anxiety. These sources may differ depending on: the learner, the teacher or with the teaching practice. Language anxiety may stem from: 1- personal and interpersonal anxieties; 2- learner beliefs about language learning; 3- instructor beliefs about language teaching; 4- instructor-learner interactions; 5- classroom procedures; and 6- language testing. (Young, p. 427)

3-1 Personal and interpersonal anxieties

Personal and interpersonal issues are linked to psychological phenomena such as low self-esteem and competitiveness which are specific to the FL environment. For Bailey anxiety may occur when there is a competitiveness that may lead to a comparison between learners to realize an idealized self-image. (Young, p. 427). Self- esteem is extremely linked to language anxiety “...*the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety.*” (Young, p. 427) Students with low self-esteem are the ones who are facing anxiety in their FL classes. Therefore, leading to *social anxiety* like: speech anxiety and shyness...etc.

3-2 Learner beliefs about language learning

Learners usually hold with them unrealistic beliefs and expectations about language when they enter their foreign language classes. These unrealistic beliefs may lead the learner to be more anxious in his or her class if these beliefs are not like their realities they are seeing. In her study, (Horwitz, 1988) as reviewed in (Young, 1991), conducting an examination of learners’ beliefs and expectations about language learning, the learners show their great interest over the appropriateness of their utterances, want to speak with “an excellent accent”

was a great attempt for a good speaking high skill, and also they thought that some people were more capable to learn a foreign language than others. Young argued that if the learner enters the classroom believing that pronunciation as the significant part of the language, anxiety will take place. In other words, anxiety and stress result or occur when reality and belief clash. (Young, p. 428)

3-3 Instructor beliefs about language teaching

Another source of language anxiety is related to the teacher beliefs and thoughts about language teaching. In a study linking to this factor, (Brandle, 1987) found that most of the instructors believed “*a little bit of intimidation a necessary and a supportive motivator for promoting students’ performance*” (qtd in Young, 1991, p. 428). The instructor is considered as the responsible for establishing and maintaining the social atmosphere of the classroom and the sort of interaction and relationship between students and the teacher. According to (Young, 1991):

Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant’s than a facilitator’s may be contributing to learner language anxiety.

(p. 428)

Thus this kind of authoritarian instructions and complex atmosphere within the classroom can only pave the way to create feelings of anxiety. Teachers have to know how to organize the classroom and create a suitable and positive atmosphere for learning.

3-3 Instructor-learner interactions

Anxieties linked to instructor-learner interactions are described in (Young, p. 428). One of the main sources of provoking anxiety is the cruel way when it comes to correct student’s errors. Moreover, learners repeatedly report anxiety over answering incorrectly, being erroneous and wrong in front of their classmates in situations where they sound and look “dumb.” In addition, they deal with matters of how errors are perceived in the FL classroom. For such researchers, it was indicated that language learners consider that some error correction is needed and important. In other words, error correction is not essentially as an important issue for the learner; however the main concern is the manner and the way of error

correction “when, how often, and most importantly, how errors are corrected” (Young, p. 429)

3-5 Classroom procedures

Anxieties linked to classroom practices and procedures appear when the students are asked to speak the TL in front of their classmates without any willingness or preparation. For instance, the student may feel anxious if he or she is called to react orally in the TL in a situation when he or she is not ready to do the demanded task. (Young, p. 429)

3-6 Language testing

Anxieties can arise from form of language testing. It was found that learners response anxiously to specific language test tasks; some of these tests seem to provoke more anxiety than others. Learners also face anxiety when they prepare a lot for their tests and come to pass them finding that the questions are not similar to those they have prepared. (Young, p. 429)

4- Speaking anxiety in EFL classroom

Speech anxiety is considered as the most provoking type of anxiety in EFL classes in which it can be quiet related to foreign language anxiety when it comes to consider concepts as a whole. This type of anxiety is also considered as the threat that may hinder the learning process as well as the professional level and the real life situations.

“Why I can’t speak what to think a lot in English? I’m so bitter, trying hard. I’d like to speak a lot; however, I can’t. Finally, I think my basic abilities of English ran short. I’m disgusted with myself.” (Foss & C, 1988) qtd in Subaşı, 2010, p. 29)

Finding comments like this comment in EFL classes show the existence of deep anxiety felt by many FL learners when they come across mastering this new language. As it can be predicted from this sample, many researchers agree that speaking anxiety is considered as the most provoking anxiety in EFL classes for many students (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991; Ohata, 2005; Subaşı, 2010)

As a consequence, teachers and even FL learners have tried to be familiar with this phenomenon that may hinder language learning since literature has indicated that anxious learners are less willing to speak in their classes and have lower presentation of the learning activities than non-anxious ones. (Tsiplakides & Keramida, 2009). For (Campbell & Ortiz,

1991) as cited in (Subaşı, 2010) FL anxiety is present among university students to be “alarming” and argued that one-half of learners face negative impacts of language anxiety.

Discovering that speaking anxiety can lead students to drop out or postpone their classes, researchers and scholars have attempted to define and recognize the concept of foreign language anxiety. (Horwitz, Horwitz, & Cope, 1986). Hence, research has focused on understanding its sources and continuing investigations on finding solutions to reduce it.

(Scovel, 1978) presented an early review of literature about anxiety advising language researchers to be aware about the type of anxiety they are conducting. Taking the advice proposed by (Scovel, 1978), (Horwitz, Horwitz, & Cope, 1986) conducted their research where they took step further by identifying a situation-specific anxiety concept which they named “Foreign Language Anxiety” was the cause that may create learners’ negative emotional responses to language learning. Following the same path, (MacIntyre & Gardner, 1991), saw that language anxiety as “the feeling of tension, and apprehension specifically associated with second language texts, including...speaking, listening and learning.” (qtd in Subaşı, 2010, p. 30)

Many studies have been conducted in an attempt to prove the existence of foreign language anxiety and its negative effects on language performance. (Horwitz, Horwitz, & Cope, 1986) developed the Foreign Language Class Anxiety Scale (FLCAS) as an instrument for measuring anxiety, and it was used by several researchers for accomplishing experimental studies concerning this topic. Among these studies: (Horwitz, Horwitz, & Cope, 1986; Wrode, 1998; Subaşı, 2010; Riasati, 2011; Shabani, 2012)

Since learners’ speaking anxiety seems to be the most provoking type in the EFL class, an attempt at reducing it and developing oral skills emerged. Thus knowing the sources of anxiety is a best key to be known by teachers in order to take a chance for helping their learners enjoying their learning in their classes.

5- Studies on FL Speaking Anxiety

Many learners are highly anxious when they are called to participate in speaking tasks. Since its beginning, FL anxiety research has focused on anxiety giving attention to classroom tasks such as listening and speaking proposing that the most anxiety provoking for students are oral classroom activities. (Horwitz, Horwitz, & Cope, 1986; Young, 1991)

In an empirical study (Cheng, Horwitz, & Schallert, 1999) attempted to examine foreign language anxiety and its relationship speaking and writing anxieties and. Horwitz, Horwitz and Cope's FLCAS is used for conducting the study. The results of the study propose that FLA is a type of anxiety that exists in FL classes which contains a strong speaking anxiety part. The results also show that low self-confidence as the most relevant cause.

In another study, (Tsiplakides & Keramida, 2009) conducted a research in Greece in an attempt to study the features of anxious students and provide implications for reducing speaking anxiety in EFL classes. The investigators also try to grant teachers strategies and techniques to deal with anxieties that arise from fear of negative evaluation and low perception.

Fifteen students were taken as participants of the study where the researchers adopted three techniques in their collection of data: "a) semi-structured interviews, b) group discussion, and c) direct observation." After analyzing the data, it was showed that six students were facing speaking anxiety as a consequence of fear of negative evaluation, consideration of low capacity in link to their peers. After indicating the sources of speaking anxiety, the investigators provided the following implications for helping reducing it: oral presentation or project work, creating a positive atmosphere and enhancing teacher-student relationships, arranging for indirect correction instead of direct one. By the end of the study, the researchers stated that teachers should help their students in overcoming speaking anxiety.

Another recent study, that of (Subaşı, 2010), was designed to examine two main sources of speaking anxiety of Turkish learners: the first was about student's fear of negative evaluation, and the second one was about self-perception speaking ability. In order to investigate these two sources, the researchers performed a survey, composed of fifty-five item multiple choice, with fifty-five Turkish University students.

The findings of the study showed a positive relation between learner's fear of negative evaluation and his or her speaking anxiety. Moreover, the findings of the study indicated that there are other sources like such as personal causes, teacher's behaviors, and previous experiences.

6- Enhancing students' oral performance by reducing speaking anxiety

After knowing the sources of speaking anxiety (Tsiplakides & Keramida, 2009, p. 41) proposed the classroom interventions for helping reducing this type of anxiety.

6-1 Project Work

Students can benefit from project work where they could succeed to be involved personally in the work achieved and help themselves to increase their motivation. Also, instead of focusing on accuracy, it is easier for students to concentrate on communication where they are less worried about results of language errors and failure. (Tsiplakides & Keramida, p. 41) Moreover, project work or oral presentation can be beneficial for students where they have the ability for playing an active role and taking responsibilities when doing their oral presentation. Thus, students may assist themselves by increasing their self-confidence.

6-2 Establishing a learning community and a supportive classroom atmosphere

Students may feel less stressed and anxious about making mistakes through the creation of a learning community that offer the atmosphere for ‘optimal motivation’, and a ‘collaborative atmosphere’. The establishment for such environment may assist learners to reduce their fear of making errors, and in order to create such learning classroom community, the following classroom interventions were suggested. (Tsiplakides & Keramida, p. 41)

6-2-1 Teacher-Student relations

Several classroom norms and rules were consulted with the students. Laughing at wrong answers and making fun of them were not accepted, and a kind of ‘mistake tolerance’ was accepted. In other words, errors were seen as a natural feature of learning FL, and learners were supported to ask for assistance without any existence of any risk of embarrassment. Moreover, adopting teaching practices which include group work may increase the possibility of success for all learners. For instance, as it aimed group work, groups were formulated from mixed and different abilities amongst students, where they have a chance of equal challenging activities, and the same questions were made for all students. Thus they noticed that there was no difference between them concerning treatment and their language performance. (Tsiplakides & Keramida, p. 41)

6-2-2 Providing Indirect, rather than Direct Correction

It is argued that it is better to avoid direct correction of mistakes, especially when it concerns speaking tasks, since it weakens learner’s confidence, and because it prevents

students who are anxious and stressed about ‘sounding silly’ from learning a new language. Tsiplakides & Keramida also attempted to encourage the thought that anxious students should aim at keeping on doing their speaking activities, though they continue making mistakes. (Tsiplakides & Keramida, p. 42)

6-2-3 Accepting the need for self-worth protection

It is also argued that the avoidance of telling about behavior of the student, that may threaten his or her social image, is one key that may reduce student’s anxiety. For instance, keeping students’ tests marks as a private and was not declared to the whole class, at the same time files are used to assess their progress. These means and files are put in an attempt to reduce worries about fear of negative evaluation, which may cause withdrawal from tasks that ‘could increase their language skills.’ (Tsiplakides & Keramida, p. 42)

6-2-4 Teacher immediacy

Verbal reactions, including use of humor, or using nicknames or learners’ first names, and non-verbal reactions, like positive body language or gestures or eye contact, are both used and adopted, since they may assist reducing speaking anxiety and effect positively learner’s motivation to continue their learning. (Tsiplakides & Keramida, p. 42)

6-2-5 Provision of Praise

It is also stated that praising learners in front of their classmates for accomplishing a minor achievement had a negative impact, where they see it as a sign that the teacher had little reliance on their abilities. As a consequence, non-verbal praise, for instance positive head movement was almost utilized, rather than direct verbal praise. (Tsiplakides & Keramida, p. 42)

7- Models for reducing Speaking anxiety

Investigators have developed models to deal with these sources of anxiety.

7-1 MacIntyre and Gardner’s model

(MacIntyre & Gardner, 1989) as cited in (Cutrone, 2009) suggests a model in which the link between learning and anxiety is regulated by the students’ stage of progress and their learning experiences. With this model researchers argued that language anxiety is considered as a learned emotional reaction. Language anxiety, especially the speaking one, grows as a consequence of recurring negative experiences within foreign language classes, meanwhile

positive experiences are considered as a key that may destroy the negative impacts of speaking anxiety, and thus the latter would be supposed to diminish as proficiency increase. (Cutrone, p. 57)

7-2 Clément's model

In addition to the model of (MacIntyre & Gardner, 1989), (Clément, 1986) developed his model which was supported by other researchers. For Clément, language anxiety is not an independent element which is seen as a subordinate concept of self-confidence. Self-confidence is viewed as a contrast that includes both of positive self-rating and lack of anxiety. The idea here intends to show that the more confident the student is, the more regularly he or she will involve in participating in the foreign language class, thus arriving at a higher competence and proficiency. This model is based on the description of two main motivational procedures which take place in multicultural atmosphere. The first motivation is defined by the interaction between students' desire to associate with the target language community and worry about losing about their cultural selves. It is stated that the amount of interaction with the other group is determined by the impact of this process. Concerning the second motivation, quality and frequency of contact with the other group is seen as the main basis of this process. In case, interaction is positive, learners can enhance their self-confidence as well as improving their motivation to learn this foreign language. Models like these paved the way for researchers to gain a great familiarity with language anxiety. In other words, they have indicated that language anxiety is linked to experiences in the FL. (Cutrone, p. 57)

7-3 The willingness to communicate model

In recent years, researchers have developed a new model to cope with the affective parts that may differ from one to another in classroom communication which is the Willingness to Communicate (WTC) model. In the beginning, this model was introduced in first language learning, then (MacIntyre & Charos, 1996) introduced it to second language aiming at combining "higher levels of competence" with "lower levels of anxiety" in order to reach greater WTC. This combination, in turn, may lead to more frequent interaction in the classroom. (Cutrone, p. 57)

Part Three: Oral Presentation Project

One of the most common features of student-centered classroom is standing in front of the whole class for working on oral presentation projects (OPP). OPP are generally exercised in FL classes. Students are asked to perform an oral presentation where they can reconsider and check their language. Nowadays, EFL teachers attempt to encourage their students to use language creatively, communicatively, and purposefully in order to make their classes more interactively. (King, 2002; Tuan & Neomy, 2007; Al-Aissa & Al-Qubtan, 2010)

1- Types of Oral Presentation Projects

There are three types of OPP: controlled, guided, and free. This variation of OPP may differ from one type to another depending on various factors such as time limited to the presentation, method of presentation, and students' proficiency levels.

1-1 Controlled Oral Presentations

In organizing controlled topics and presentations, teachers ought to choose them depending on the textbooks or something that the learner can work on it with ease. Also, in such type of presentation, students cannot expect presenting and working on topics in the target language and standing in front of the whole class for a long time. The goal behind providing the controlled presentation is to give the student an opportunity and chance to gain self-image and self-confidence. (Al-Aissa & Al-Qubtan, 2010, p. 432)

1-2 Guided Oral Presentations

In guided OPP, students can be guided in choosing topics that may fit their level of proficiency. For instance, at this stage students should not be supposed to deal with complex lexical and structural terms at this level. In fact, they have to be guided and directed to the suitable terms and knowledge of their level. Moreover, though some students are better than others who have lower abilities, it is preferable to not let them speak more than the expected time and making more errors. Such errors like these may cause negative impacts on the learner's confidence. (Al-Aissa & Al-Qubtan, p. 433)

1-3 Free Oral Presentations

In free OPP, learners are free to choose their topics they want to work on, the appropriate way for their presentation, the plan of the project and the appropriate language of their level. At this stage, students are familiar with doing oral presentations after passing the

earlier phases, especially the guided topics. Also, at this level, students are able to answer sophisticated questions given by their classmates or the teacher. (Al-Aissa & Al-Qubtan, p. 235)

2- Advantages of Oral Presentation Projects

There are several advantages of delivering OPP. Among these advantages, researchers like: (Meloni & Thompson, 1980) indicate:

gaining practice and narrowing a topic, gathering information from a variety of sources, organizing and supporting ideas, expressing the main idea, formulating questions, working with time limits, preparing audio and/or visual aids, speaking formally in front of a group, leading a discussion, and answering questions.

(qtd in Masmliyeva, 2014, p. 146)

Moreover, OPP pave the way for creating a positive classroom environment. (Meloni & Thompson, 1980) states that “the oral report gives the adult student the opportunity to establish an identity as an individual with interesting background and special knowledge. This leads to a more integrated and spirited class and markedly raises class interest”. (qtd in Masmliyeva, 2014, p. 146) Teachers can notice that learners have capacities to show their identities with knowledge presented in their topics. There are six main advantages of presenting oral presentation projects. (Al-Aissa & Al-Qubtan, 2010)

2-1 Integrating language skills

One of the most important advantages of OPP is that it enables students to integrate the language skills. The review of literature on teaching EFL English as a foreign language has stressed on giving the four skills an equal weight by integrating them in the classroom. And one of the keys that may facilitate this integration is oral presentations. For instance, while the student is presenting his or her topic, the other learners may read notes on the slides if any overhead projector is used, listening to the speech, and writing down notes about the discussed topic. (Al-Aissa & Al-Qubtan, p. 228)

2-2 Practicing Speaking

Despite of the importance of speaking in individual’s daily social tasks and interactions, EFL teachers give less attention to the speaking practice to be the most neglected skill in the classroom. This case is especially adopted in teacher-centered classes, where the teacher

focuses on receptive skills more than productive skills. Also, the student intends to answer the questions of the textbook or the teacher in an artificial context and atmosphere. (Al-Aissa & Al-Qubtan, p. 229)

2-3 Making decisions

One of the benefits of oral presentation projects is that it may assist students in decision-making process. For example, when learners are free to choose a topic to be presented, they are implicitly in a situation where they are asked to take a project and make a decision. (Al-Aissa & Al-Qubtan, p. 229)

2-4 Preparing for real life Situations

Standing in front of classmates and the whole class in order to present one's topic is considered as a challenging desire since it needs courage and confidence. Thus, working on OPP in the EFL classroom helps students to be prepared for real life situations when they leave their classes and school. (Al-Aissa & Al-Qubtan, p. 230)

2-5 Promoting learner-centeredness

OPP also encourage and stimulate learning through research. In other words, learners take the responsibility of their learning. (Al-Aissa & Al-Qubtan, p. 230)

2-6 Expanding the teacher's role

In the orthodox approaches, teachers are given particular roles to perform in terms of controlling and delivering information, and classroom tasks. However, with the introduction of oral presentation, teacher permits leadership and autonomy to students and make it easy for learners to live in cooperative learning. For Larsen-Freeman, teacher roles may include organization, support, and providing guides for students' learning which are highlighted by the communicative language teaching. (Al-Aissa & Al-Qubtan, p. 231)

2-7 Learning how to use technology

In addition to the previous benefits, oral presentation projects also may help students to cope with sophisticated and advanced technology. (Al-Aissa & Al-Qubtan, p. 231)

3- How can Oral Presentation Help Reduce Speaking Anxiety

Many researchers have indicated that providing EFL classes with oral OPP help students to train themselves to be self-confident in their classes or in real life situations. (King, 2002; Tuan & Neomy, 2007; Al-Aissa & Al-Qubtan, 2010). Such tasks and activities

may assist students to reduce their speaking anxiety by encouraging students to work on them. For instance, through the encouragement of students indicating that symptoms of anxiety, such as heavy breathing and lack of volume, are normal in human being life. Also, it is argued that one of main causes of student anxiety and stress, when doing oral presentation, is the lack of experience. In other words, what can reduce speaking anxiety is practice. At the beginning students may have short presentations either alone or in pairs until they become ready to stand in front of the whole class in order to present their works. (King, 2002).

Conclusion

Using OPP maybe one of these techniques where the learner is going to experience standing in front of the whole class frequently and reduce speech anxiety little by little. It is viewed that speaking anxiety does exist among EFL learners and it also appears that this factor may affect negatively the process of developing oral communication skill. One study using the FLACS could realize the presence of FL anxiety. Other studies show that this phenomenon may negatively affect the language learning process. Moreover, these studies suggest creating a relaxed and less stressed atmosphere to enable learners to decrease their speaking anxieties. Since speech anxiety may hinder the development of EFL learners' oral communication and the shift to focus on the learners' feelings, researchers see the need of reducing this anxiety as a good solution to rich this goal through adopting humanistic techniques. Thus, the student feels free to talk and communicate with the teacher and his or her classmates in the classroom.

CHAPTER TWO

Methodology and Procedure of the Study

1- Introduction

Research in general stands to mean search for knowledge (Kothari, 2004). It is also defined as a scientific and systematic examination for gaining relevant information on particular topic. In general there are several goals of conducting a research. (Maxwell, 1996) identifies three types of goals: personal, practical and intellectual. Personal goals are the ones that encourage the researcher to work on this study, in which he or she intends to alter some existing situation, the researcher is curious about particular event or phenomenon. Alongside the personal goals, practical goals are set for achieving something, altering a specific situation, accomplishing some purposes. In addition to these two goals, intellectual goals aim at understanding something, taking a vision on what is happening and knowing the reasons behind this situation. In this study, the three goals are present. The personal goal was our interest in EFL learners' oral communicative situations. The practical goal was to enhance learner's self-confidence and reduce speaking anxiety through the use of OPP. Intellectual goal was to gain some insight into speaking anxiety and know its main sources that may lead students feel anxious.

This dissertation aims at identifying the sources of speaking anxiety at the department of English at Amar Telidji University of Laghouat. It also aims at showing how OPP are helpful instrument in reducing this anxiety and enhancing self-confidence in EFL classes.

2- Motivation in Research

To start any research, it must be something that pushed a researcher and makes him motivated to carry on his study, hence, the possible drives and motives that pushes the researcher to start a research it may be one of the following reasons:

1. Further vision to take a good degree in a research which accompanied with all its beneficial consequences
2. The spirits of the challenge that may the researcher feel when he overcomes the difficulties and solving the problems that once was concealed.

3. Doing a creative work gives the researcher a feeling of intellectual satisfactory and pleasure.
4. The feeling of being a significant person in a society.
5. To be respected by the others is a solid motive for the researcher to conduct a research.

Additionally, not all motives were mentioned, there are so many other factors playing as a role of motivation for the researcher, for instance, employing matters, eagerness and curiosity to seek and solve the unknown things, mental maturity, and all this factors may be a great drive that pushes the researcher to start a research.

2-1 Types of Research

The research has various types with enables the researcher to choose the appropriate one for his research, so the necessary types are descriptive and analytical: moreover, the descriptive research is about the examination and the results of the facts of various brands. The descriptive research's main aim is to describe facts and events in present tense. Besides, the term "Ex post facto research" is a term used by both social science and business research for studies concerned with this specific type of research.

What differentiate the descriptive type from all other types that it doesn't give the researcher the power to control or direct the variables; except reporting the events and what he observes in the field of study. Measuring and calculating items such as the people's preferences, the shopping rate and data which is related to the same field by the ex post facto research is the main task for descriptive research. Furthermore, The attempts that the researcher do to figure out the reasons and the causes which still he has no authority to supervise the results and the variables, is also included in the Ex post facto studies. As a matter of fact that, the survey method is the used one by the descriptive research and which include the comparative and correlational methods. Alternatively, the analytical research gives the researcher the ability to use and analyze the existed data to evaluate and examine the materials.

3- Objectives of the Research

Finding answers to questions and solve it is the main objective of the research which happened by following a caring scientific procedures. Equally, its aim is to reveal the unfamiliar, unknown facts and to figure out the whole truth. However, each research obtains its own particular objective, so there are groups about the main objectives of the research listed as bellow;

-To be more familiar with the experience, besides discovering new sides and removing all the limitations.

-To depict exactly the characteristics of some groups, situations and individuals, and this particular study is called the descriptive research we will see it in further details in the following lines.

-To establish the regularity when something happens or when it is related to something else, and this study is called the diagnostic research.

-To examine the main hypothesis of the variables and the essential relationship between them, for such studies are known as hypothesis-testing research.

The main objective of this research is to test our questions. Therefore, the main aims of our study are to identify the main sources of speaking anxiety in EFL classes and indicating how using oral presentation projects assist reducing this anxiety. Also, this type of researches may give chances for educators to participate in reducing speaking anxiety among foreign language learners. Also, knowing and understanding causes and consequences of speaking anxiety and its effects on oral performance may help students to feel self-confidence in order to continue their future studies and cultural life.

4- The aim of the field research

The main goal of this study is to figure out the reasons behind the learners' feeling of speaking anxiety in their EFL classes. There are many researchers who worked on the spoken English at university level. University is chosen in this study as there is a general observation that most of university students have speaking anxiety, especially knowing that they are going to face other public after their graduation. In an attempt to accomplish the investigation of this study we adopt a descriptive method as a tool of data collection where we formulate the questions of the questionnaire of this research. This study is concerned with speaking skill and limited to third year students only.

The aims of the field research are to identify the main sources of learners' speaking anxiety and knowing the effect of using oral presentation projects in reducing learners' speaking anxiety in EFL classes. Since teachers have shifted to the use of language instead of its usage in recent years, speaking skill is one of the most useful skills in EFL classes. This study is an attempt to contribute in the enhancement of learners' self-confidence and reduce their speaking anxiety during their speech communications in the classroom. Although this study deals with speaking anxiety, it may pave the way for future researches as for instance

conducting other studies on writing anxiety. The findings of this study may help other investigators to continue their investigations related to FLA and find solutions to reduce it.

5- Choice of the Field Research

This field research takes place in the department of English at Amar Telidji University under the administrative supervision of the Ministry of Higher Education and Scientific Research, this department is in charge about teaching English Language and graduating students each year. This department was established in 2004 it has 29 teachers. This department is selected mainly because it is the only department concerned with teaching EFL. Also, speaking is the most important skill in recent years since teachers moved to focus on the use of language instead of its usage. In addition considering English as an international language, helping students to reduce their speaking anxiety may lead them to speak confidently in front of other audience in their future professional life.

Students who get diplomat from university of Laghouat can use it in their professional life or continue their studies. Concerning their professional life, for instance, they are going to teach as future teachers. On the other hand, they may continue their master or doctorate studies.

6- Population and Sampling

Among the students of the department of English, we chose students of third year randomly to answer our questionnaire of our study that have been formulated in order to answer our main questions.

There are three main reasons which have affected our choice of selecting the third year students. First, third year students are adults who are mature enough and have experience on doing OPP, where they can provide us with their appropriate answers of our main questions, unlike first and second year students who have little experience with such activities. Students who contribute in answering the research questions should have the ability of understanding what they are asked to answer. This idea is based on the thought that “*the students are normally adults, albeit young adults, rather than school children.*” (Robinson, 1989, p. 398) Secondly, students who contribute in answering the research questions are able to understand what they are asked to answer. In other words, they have a level of English which enables them to provide answers with clarifications and justifications. Thirdly, at the department of

English, EFL learners are exposed to do OPP in English more than students of other departments.

It is very difficult to examine the whole population mainly because students do not want to answer the questionnaire questions. Some of them said that they were fed up of these types of questionnaires since our classmates provided them with other questionnaires. Thus, we chose only a selected number of them. Working with a part of the whole population is permitted for researchers when they want to conduct their researches. (Brown J. D., 1989) stated: “.... *Sampling is working with more limited data from a sample or subgroup of the students in a given population*” (p. 398)

In our research, we work with thirty (30) students for conducting our questionnaire: (18.75%) of the entire population of third year students of department of English. The sample is composed of males and females. We worked with both of them; however, females are the prevailing ones.

The questionnaire was directed to third year students. It was distributed to (36) students out of (166). It was divided into three sections, each one of them has its own purpose.

7- Method of the research

For a researcher who is aiming to conduct any research in his educational and studying career. He must follow some specific methods and techniques which are called method research. As a matter of fact, that the research methods are a set of formulations of his research problems, which are promising to be solved. Therefore, giving probable solutions for the research problems requires for the researcher to make a link between the collected, exist data that is already offered to the researcher before and the totally new and unfamiliar elements. More importantly, three groups are devoted to the research method and are listed as follows:

Concerning the collection of data that are consisted in those methods is mainly the first group. However, to come up with the possible solutions using the existed data only is not enough.

The techniques that are used to relate between the existed with the unfamiliar data devoted to the second group.

Above all, the third group is the combination of those methods to examine and evaluate the achieved results. The last two groups are based on the analytical tools of the research.

The tools and the behaviour of the research method are the requirements to choose and create the research technique. For more illustration, the differences between methods and techniques which are set for data collection can be more clarified in the following lines that contains the types of the research with a given examples and definitions according to each of methods and the techniques:

Starting with the first type of the research which is the Library Research, notably, this type according to the methods means the analysis of both documents and historical records, whereas according to the techniques, library research is the analysis of the type, content and the listening of films, in addition to note recording, statistical collections and managements. Also, the abstract and reference guides. Furthermore, Field Research is the second type that is based mainly on the observations; hence, the methods have three types of observations, the non direct participants, participant and mass observation. On the other hand, for the first type of the observation, the techniques embodied it in using of score cards, and the observation concerns mainly on the behavioral scales, likewise, for the second type of observation techniques devoted it to the interactional recording, also the using of tape recording and photo graphic techniques. And about the third type which is the mass observation tackled the recording mass behaviour and making interviews publicly by independent observers. Moreover, for the third type of the research which is the Laboratory Research it means selecting and creating small groups to study random behaviour, and to come up with the possible analysis.

We can deduce from the differences we have just mentioned above that the methods are broader than the techniques which itself is generated by the methods. Conversely, and practically talking, both concepts are interchangeable, for whenever we talk about research methods; techniques are always included in its range.

In this field research we choose a descriptive method. This method is used to describe and analyze the findings of the study. In general researchers and investigators use this method in conducting their studies. This method can be defined as:

Descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive study is description of the state of affairs as it exists at present. The main characteristic of this method is that the research has no control over the variables; he/she can only report what has happened or what is happening.

(Kothari, 2004, p. 2)

The main purpose of descriptive studies is to provide a description of the present situation. Also, it aims at describing the nature of the present studied situation as it is during the conduct of the study and investigate the sources of specific phenomenon. In this research, the researchers aim at describing and dealing with present situation. The objective of descriptive research is to capture a picture of the accurate situation of people or event.

In this research, a descriptive research method is chosen to identify the main sources of speaking anxiety and show how OPP are helpful tool in reducing this type of anxiety. The choice of this method is due to two main reasons. First, because we are dealing with present situation in which we give a questionnaire to third year students. Second, time is too short and limited to makes tests and observations on students' presentations. One of the most significant features of descriptive research method is that it is flexible; researchers are able to choose either qualitative or quantitative or both of them, where they are given the opportunity to select the appropriate tool for data collection. The aim of this study is to figure out the main sources of speaking anxiety and indicate how OPP help reducing students' speaking anxiety in EFL classes using students' questionnaire for data collection.

8- Research instrument

There are several instruments of data collection.

Case study

8-1 Definition

Many definitions have been given to the case study, but in general, it is study of a particular situation to investigate an existing phenomenon. *"The case study places more emphasis on the full analysis of a limited number of events or conditions and their interrelations."* (Kothari, p. 113) It narrows down a very broad field of research into one simply researchable topic, used as a training tool where students or trainees are required to analyze the prescribed cases and present their interpretations or solutions, supported by the line of reasoning employed and assumptions made.

There are several characteristics of the case study. Among these characteristics: the researcher can examine one single unit of society or more for accomplishing his study. Moreover, through this method investigators can understand events and elements of life. Also, it helps to generalize facts in this world. It tests whether scientific theories and models actually work in the real world. It contains collection of in-depth and detailed data that are

rich in content and consist of multiple sources of information including direct observation, participant observations, interviews, , documents, reports...etc.

8-2 Types of case study

The case study has different types, single and collective. Concerning the single case studies, it includes the intrinsic and the instrumental. The intrinsic case study aims to study a unique phenomenon which the study emphasizes on. The researcher has to be able to show the significance of this phenomenon, which differentiates it from all others.

However, the instrumental case study is done to provide a general understanding of a phenomenon using a particular case .Consequently a good instrumental case does not depend on the researcher being able to defend its typicality though the researcher is required to afford a reasoning for using a particular case. The collective case study aims at providing a general understanding using a number of instrumental case studies that either occur on the same site or come from multiple sites. At the end in the interpretative phase, the researcher reports the lessons learned from the analysis. When using multiple cases, the question of how many arises.

9- Data collection method

The process of collecting data is considered as the basic pillar of the research. It takes place after defining a number of crucial elements. The latter elements are the research problematic and outlining the research map or design. Collecting data could be achieved through selecting the required method. However, the data to be collected are divided into two types. The first category is the primary data, which is considered is the original data , however the other category is the secondary data is the data that has been collected and analyzed by another one.

The methods to be used in collecting primary data are selected according to the research method. If the research is experimental so the data are collected while conducting this experiment however if the research is descriptive there are various methods of collecting these primary data. These methods could be an observation, an interview or a questionnaire.

Among the most used and common methods of gathering data the observation method; this activity of observing is essentially a part of our daily life here the individual watches the surrounding or the environment. In the field of research, it is scientific tool to gather data. The observation process includes only the researcher without any connection or communication with the correspondent. The interview method is also one of the popular methods of

collecting data where there is an involvement of oral-verbal responses. On the other hand, there are other methods, which are used widely in the field of research such as the questionnaires.

9-1 Main aspects of questionnaire

Questionnaire is considered as the most part of the survey operation. Therefore, researchers have to construct it carefully. In order to do so, one should know about the aspects of a questionnaire: “the general form, question sequence and question formulation and wording.” (p101)

9-2-General Form

The general form of the questionnaire is either structured or unstructured. In structured questions we may find definite and fixed questions. All of the respondents may have the same wording and the same questions in order to let the participants answer the same questions. There are two types of the form of the questionnaire. The first is closed which contains ‘ye’ or ‘no questions’. The second is open questionnaire where there should be a free answers and responses. Respondents’ answers in structured questionnaires are too limited and short. However, in unstructured or non-structured questionnaires, participants are allowed to use their own words and opinions. Analysis of structured questionnaires can be simple and easy but there an absence of the respondents’ views where they are generally considered unsuitable for conducting studies in which aim at knowing the reasons and causes of particular attitudes, behaviors or feelings.

9-3 Question sequence

Researchers have to be aware that question-sequence is very important aspect to enhance the effectiveness of their questionnaires. The question-sequence has to be understandable, clear where the participants can move from one question to another smoothly. Questions must be related to each other and it is preferably to use the easiest questions in the beginning. The first questions of the questionnaire are very important since they encourage the respondents to continue their answers and give their cooperation. There are some questions that should be avoided in the beginning of the questionnaire such as questions that consumes great intellect, energy or memory of the participant and questions of personal life. After putting the opening questions, there should be questions which are related to the research problem. The researcher may reorganize his questionnaire after recognizing the needed information in order to cope with the investigation of the topic. In other words, question-sequence should start with from

the general to the specific point, putting in mind that each question serves not only for the question itself but also for the other questions.

9-4 Question formulation and wording

Investigators have to put consideration to this aspect of questionnaire, where they should make each question clear for the respondents. Also, the questions must be objective in order not to subjective opinions in the study. In other words, all the questions should be understood, simple, and should fit the participant's way of thinking. There are two forms of questions: multiple choice question, and open-end question. In the first type, respondents are asked to select one of the different possible answers, however in the latter they should respond in their own words. Questions that contain only two choices, like "yes", "no", are considered as multiple choice questions, or can be called "closed questions"

10- Questionnaire

10-1 Definition

A questionnaire is a 'tool' to gather data information about a particular subject of interest. It principally includes a list of questions, but should also include clear instructions and space for answers or administrative details. A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis. Questionnaires should always have a purpose that is related to the objectives of the research.

The main aim of this study is to find answers to our questions. First of all, it aims at identifying the main sources of speaking anxiety. Secondly, research questions intend to know and understand the impact of using OPP projects on reducing this anxiety.

10-2 Descriptions of the questionnaire

The questionnaire of this study is divided into three main sections.

Section one

The first section, entitled "Personal Information", contains four (4) questions. It aims to gather personal information of the third year students. It provides information about the participants' gender, whether males or females (Q1) The second question (Q2) is about their ages, which is seen as an important element in terms of knowing information about those who

suffer from speaking anxiety at an early age. The third one (3) concerns students' level of English and the fourth (4) is about knowing whether this level enables them to express themselves orally or not.

Section two

Entitled "Speaking Anxiety", it contains seven (7) questions. In this section, the researchers aim at knowing the main sources of students' speaking anxiety in their EFL classes with providing justifications of their chosen answers. The first question (Q1) is about whether students feel self-confident or anxious when they are asked to speak in English in front of the whole class. The second one (Q2) is about students' worries about negative feedback they get from their classmates. The third question (Q3) stands for knowing information about students' worries about negative feedback they get from their teachers. The fourth one (Q4) is about students' worries about they leave among their classmates after speaking English. The fifth one (5) stands for asking students about their beliefs about language learning, it is about asking the students about their perceptions on pronunciation as the most important of speaking foreign language. The sixth question (Q6) is about asking students about their feelings about mistakes correction. The last question stands for students' worries about failing the English oral test.

Section Three

Entitled "Oral Presentation Projects", it contains seven (7) questions. This section is concerned with gathering data about students' opinions and perceptions about performing and using OPP in EFL classes. (Q12)-Do your teachers give you a chance to work on oral presentation projects in your oral sessions?(Q13)- Do you work on oral presentation projects in your class? (Q14)-How many oral presentation projects you have worked on since your first year at university? (Q15)- How did you feel during your first oral presentation projects? (Q16)- How did you feel during your last oral presentation projects? (Q17)- What do you think about oral presentation projects? (Q18)- What do you think about presenting more oral presentation projects in different modules? (Q19)- Do you think that the more you work on oral presentation projects, the less anxious you would be?

11- Research procedures

Students of third year are asked to answer nineteen (19) questions in order to know the sources of their speaking anxiety and show how OPP help increase their self-confidence and

reduce their speaking anxiety. In order to make them feel comfortable, they are provided with the questions in papers. Among thirty-six (36) students, six (6) students did not turn back their papers. Students are told that they should answer the question honestly. In addition to that students are permitted to ask any question they do not understand.

12- Limitations of the study:

The present study focuses on responses of third year students of English at the department of English at Laghouat University. It is difficult to examine the situations of all the students mainly because their number is big. The researchers have chosen the third year students because they have enough experiences that enable them to understand and answer the questions. Students' questionnaire is used as the research instrument of data collection. The findings of the study are based on the responses of the students who participate in answering our questions. Also, this study deals only with speaking anxiety and leaving the other anxieties like reading.

Conclusion

This chapter deals with the main objectives of present study which are about identifying the main sources of speaking anxiety in EFL classes and knowing the impact of using oral presentation projects on reducing this anxiety. The Department of English is chosen to be the particular area of conducting our study mainly because this department is the one concerned with teaching EFL. At the department of English, EFL learners are exposed to do OPP in English more than students of other departments. The population of the study is selected from third year students who are about completing their studies. This selection is based on the fact that students of third year have enough experience of three years that enables them to understand and answer the questions of the questionnaire. In order to accomplish the investigation of this research we use a descriptive method. This method is about providing a statistics about the present situation. This research is limited to speaking anxiety to be more directed to the topic and because the examination of all the skills may take more time. Also, the number of third year students is extremely large that we could not deal with all of the students.

Chapter Three

Analysis, Discussions and Suggestions

Introduction

The results which are collected from the students' questionnaire will be introduced descriptively. These results will be examined and analyzed by using Microsoft office Excel 2007 program through the use of forms like column charts and pie charts.

1- Analysis and Discussion of the Questionnaire Results

This part is devoted to the discussions and analysis of the results and findings of of this study. We will analyze and discuss the students' questionnaire, then its findings will be discussed in forms of column charts and pie charts.

Section one: Personal Information

This section is devoted to indicate personal information like the demographic data of the participants. The results are indicated as follow:

1- Gender

The number of females is larger than that of the males. Out of thirty (30) participants, 19 (63%) are females, and 11 (37%) are males. There are 165 students of third year, and among them there are 118 females. This is can be justified because females are more interested in learning English as a foreign language than males.

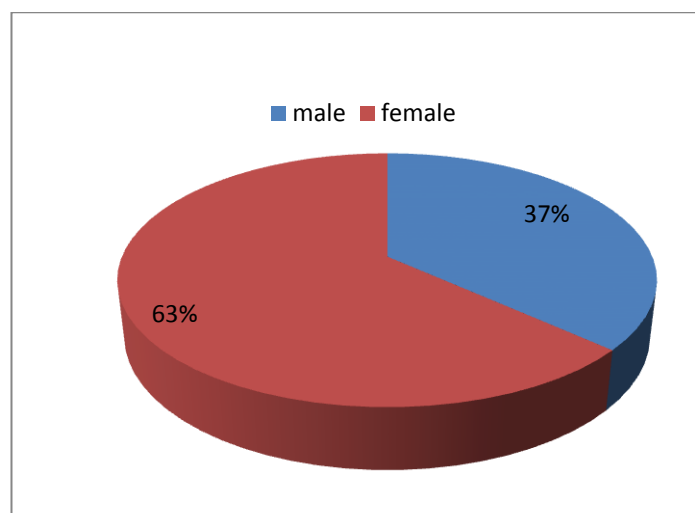


Figure 2 Distribution of the gender among the sample.

2- Age

The following pie chart indicates the age of learners concerned with this questionnaire, the age of 87% ranges from 20 to 25 years old, meanwhile only 13% their age ranges between 25 and 30 years old. We can see that the first part (26 students) includes students who entered school and get across to university at an early age. However, the second one (4) includes students who entered school at a normal age where they sometimes failed or never failed.

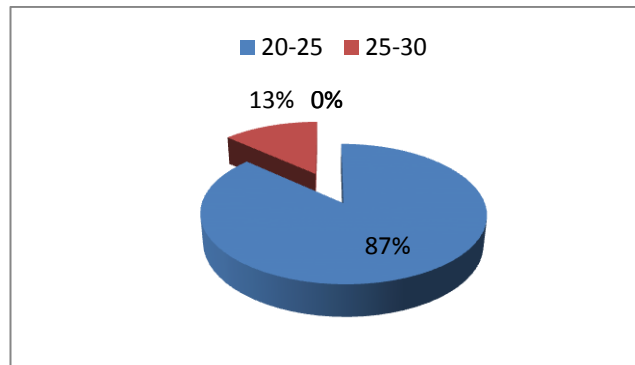


Figure 3 Distribution of the Students Ages.

1- How do you describe your level in English level?

According to the results we can see that most of students (19) claim that their level in English is average. Some others (9) show that they have good level. Others (2) consider their levels as very good one in English., whereas no one (0) says that he or she has poor level.

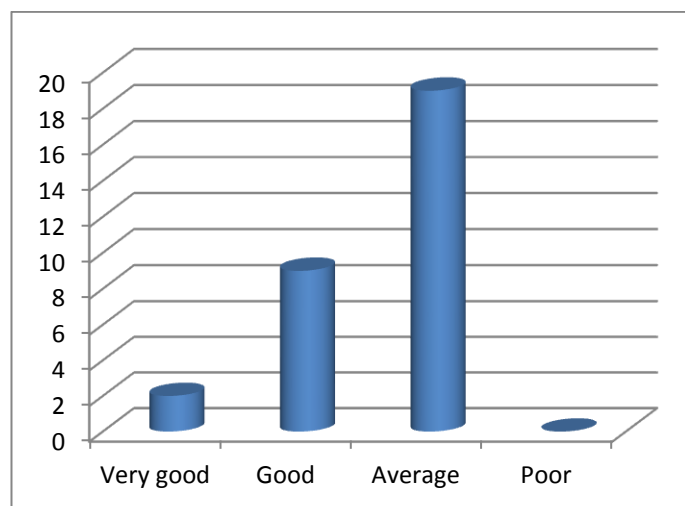


Figure 4 Students' consideration of their speaking skill

2- Do you think that this level enables you to express yourself orally?

It is clearly observed that most of students, 24 out of 30 (80%), claim that they are capable to express themselves orally. However, only 6 students (20%) have a negative perspective about their abilities to express themselves orally.

In justification of their answers, students who crossed the answer yes, they think that they are able to express themselves orally because their levels enable them to do so. They clarified their answers by statements like: *“I have enough vocabulary”*, *“because i have a good pronunciation and high level which allows me to express myself”*, *“my level is good enough to speak and present myself without hesitation”*. Others justified their choice by indicating that they have an experience that allows them to do so where they provide statements like: *“because i have an experience.”*

On the other hand, for those who crossed no, they also justify their choices. For instance, they complained the little focus given to the oral skill where they state: *“teachers do not give much attention to the speaking skill, they focus on written things”*. Others complained that they do not practice their speaking tasks where they write statements like: *“I need more practice in my language”*. Others indicated that they do not have backgrounds that enable them to stand in front of their teacher and classmates.

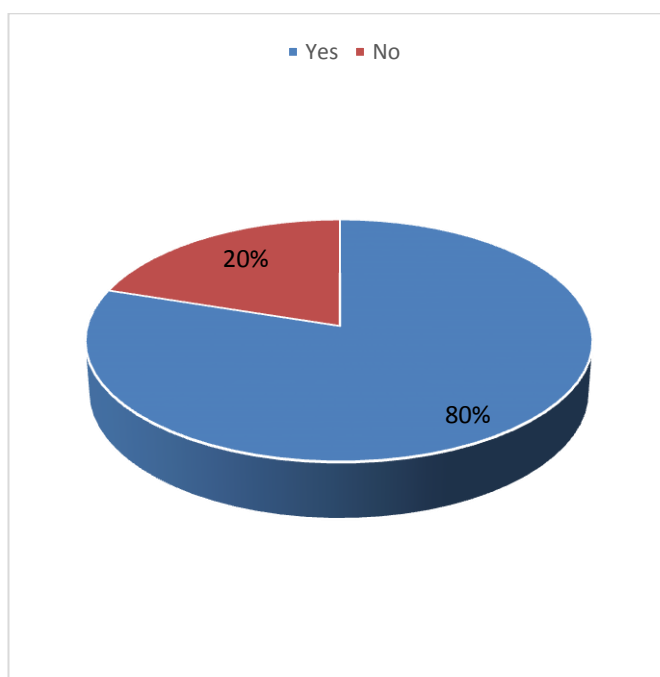


Figure 5 Students' beliefs about their abilities

Section two: Speaking Anxiety

3- How do you feel when you are asked to speak in front of the whole class?

Concerning this question half of the of students (50%) show or indicate that they feel anxious and the other half of the students (50%) show that they feel self-confident when they are asked to speak in front of their whole class.

Students justified that they feel self-confident depending on their different viewpoints. Some students see that it is normal to make mistakes because they are not native speakers. Others wrote statements like: *“because I understand very good the question, therefore I will answer directly with self-confidence”*. In addition to those who feel self-confident as a result of their peers’ assistance and encouragement, where for instance one says: *“because my classmates help and encourage me to be so”*

However, most of the other students who answered no think that they feel anxious mainly because of making mistakes in front of the whole class. Statements like *“because of making mistakes”* and *“I am not a native speaker”* prove the causes behind this feeling. Others consider shyness as the main cause that prevents them to feel self-confident.

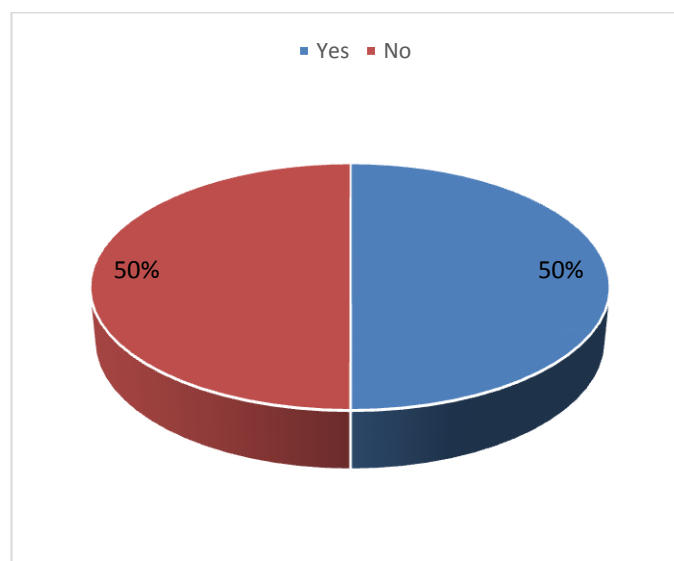


Figure 6 Students description of themselves

4- Do you worry from the negative feedback you get from your classmates in your class?

Figure (07) shows that (80%) of the students have a negative feedback from their classmates in their class. However, (20%) say that this worry does not exist in their class.

Reasons that stand behind worrying about the negative feedback from classmates are mainly their need of the feedback in order to know their weaknesses and the fear of being judged by others.

On the other hand, for those who do not worry about this feedback, they consider different causes. Some see that all the students have the same level and there is no worry if any one provides his or her feedback. Others see that they know themselves very well and there is no need to give attention to their peers' feedback.

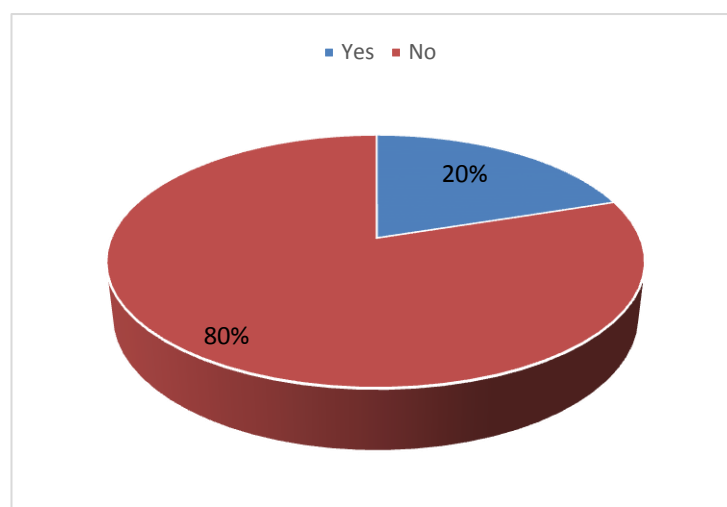


Figure 7 Students' worries about classmates' negative feedback

5- Do you worry from the negative feedback you get from your teacher in your class?

It is obvious from the pie chart that most of students (57%) state that they do worry from the negative feedback they get from their teacher in their class. However, (43%) say no.

In an attempt to justify their choices, students who crossed yes state that teacher as the main source of knowledge and the leader where he or she could give feedback and evaluate the students. Others consider that “ *it is important because the teacher's opinion is very important for the student's path*”.

For those who do not agree with this worry, they see that it is the duty of the teacher to give feedback. Since they come to school, they are coming to learn and make mistakes and there is no need to worry about teacher's feedback.

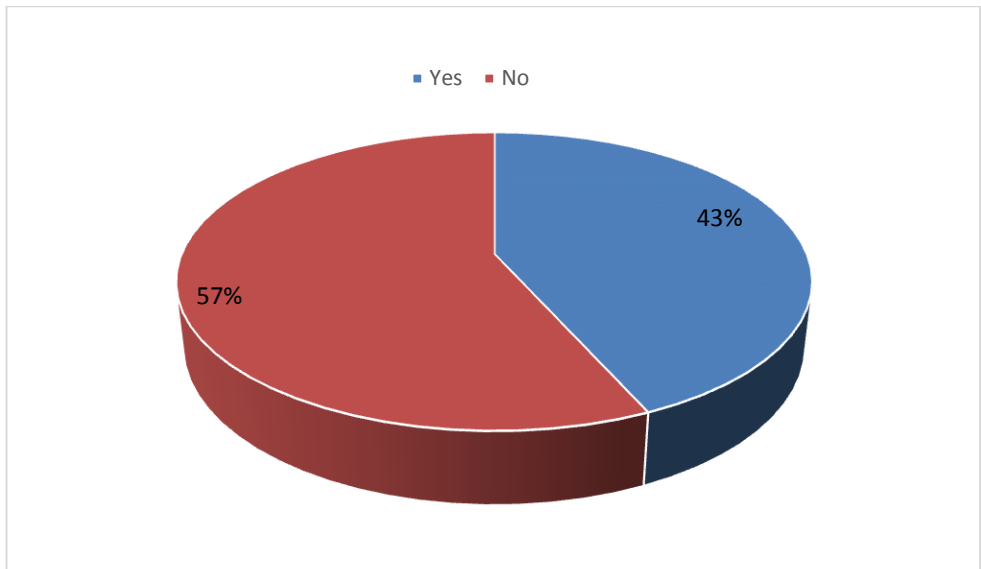


Figure 8 students worries about teacher's feedback

6- Do you worry about the impression you leave among your classmates after speaking English?

The chart indicates that 20 respondents (67%) say no where they insist that there is no worry about the impression they leave among their classmates after speaking English. Whereas, 10 respondents (33%) say yes.

In an attempt to justify their answers, students who agree with this item see that the opinions and viewpoints of their classmates reflects the real level of the student. One says: *“because the level of words reflect who you are”*.

However, respondents who do not agree and say no state that they do not pay attention to what their classmates think about them. Some of them see that self-confidence is enough for them to achieve their oral tasks and tests. Others state that they trust themselves and there is no need to give attention to this impression. What matters for them is their coming to learn not to worry about their classmates’ impressions.

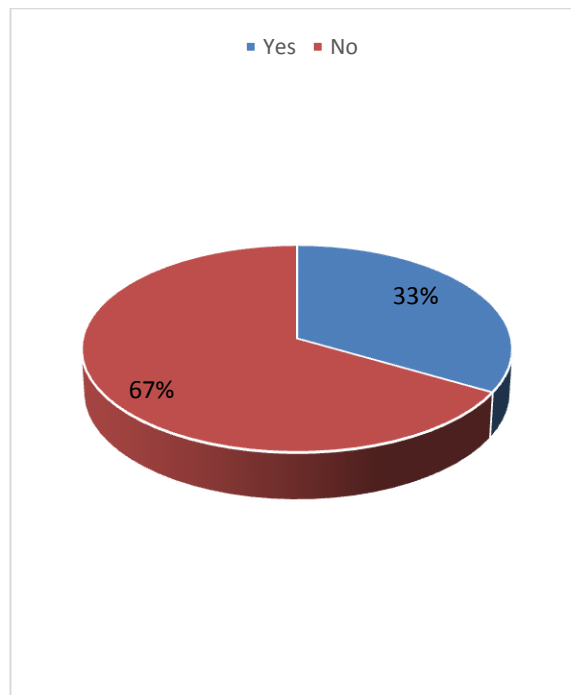


Figure 9 Students' worries about their impressions.

7- Do you think pronunciation is the most important part of speaking foreign language?

The answers concerned with question reveal that the majority of the students (80%) consider that pronunciation as the most important part of speaking a foreign language. However, some others (20%) see the opposite.

Students who answered yes to this question believe that pronunciation is the indicator of the student's level of competence. One student reports: *"anyone is able to know my level from the way of my speaking."* Another one adds: *"the more pronunciation is good, the more the speaker is clear"*

On the other hand, students who crossed no state that pronunciation is not the only significant part of learning the speaking skill. For instance, some of them report that learning the language itself is more important. Another one adds *"not only pronunciation but also the background"*.

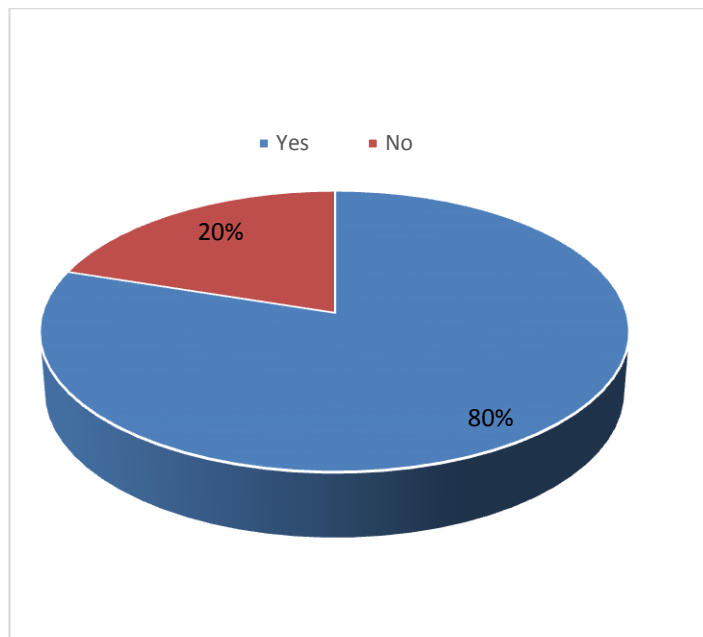


Figure 10 Students beliefs about pronunciation.

8- Do you feel afraid that the English teacher is ready to correct every mistake you make?

The bellow chart shows that half of the students (15) feel afraid that the teacher of English is ready to correct every mistake they make. However the other half (15) state the opposite.

In an attempt to justify their answers, those students ,who agree that there is a fear of teacher’s correction of mistakes, think that since the teacher is ready to correct their speech performance as well as their written tasks. Some of them consider that since the teacher has a better level than the students, it is normal to feel afraid of being corrected by the teacher.

However, students who do not put consideration to this fear and say no think that this correction as an encouragement that will push them forwards to learn more in their class. One of the students writes: *“actually it is a good think which makes me know more”*. Another one adds: *“there would be no success, if there is an existence of this worry”*.

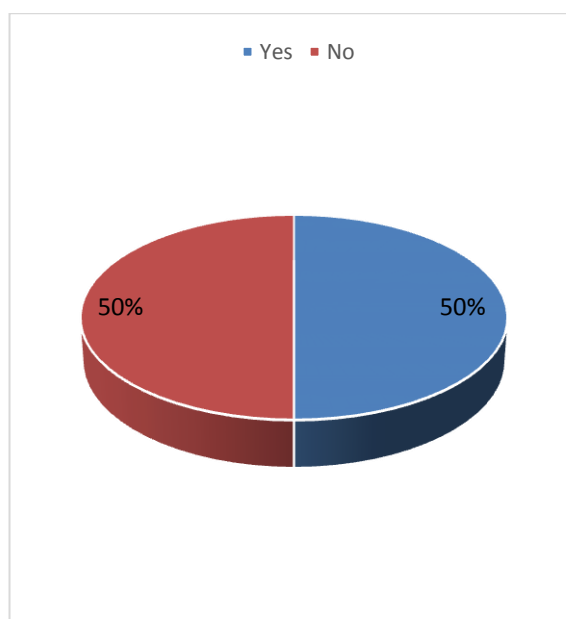


Figure 11 Students feelings about mistakes correction

9- Do you worry about the consequences of failing the English oral test?

We can notice that the highest percentage of students (57%) claims that those students (17) agree that they worry about the consequences of failing the English oral test, while the others (43%) do not agree with this view.

Respondents who say yes and worry about the consequences of the English oral test state that this failure may affect their learning process. As an attempt to provide the reason behind this choice one student comments: *“because it is the aim of the whole study”*. Another says: *“the oral skill is the most important part of learning the English language”*. Another one adds: *“this failure indicates or shows that there is no mastery of language.”*

Students who do not worry about the consequences of failing the English oral test consider that the speaking skill is not the only one that one should worry about it. One responds: *“it is not only about oral”*. Others see that failing in the oral test as a result of making mistakes, and these mistakes are normal for them because they enter the school in order to learn. Thus this failure will not affect their learning and there would be no worry about such tests. One writes: *“it is naturally to make mistakes, we are learners”*. Others believe that this worry may prevent them to reach their goals and succeed in their learning.

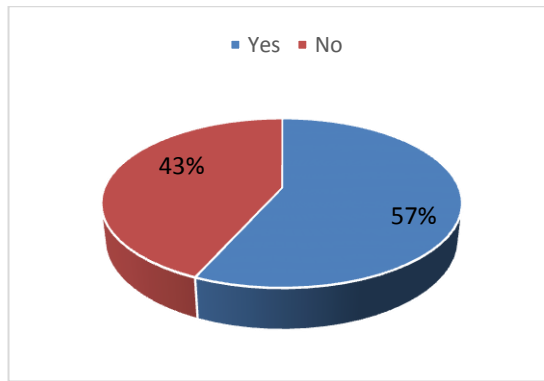


Figure 12 Students worries about failing the English oral test.

Section three: Oral Presentation Projects

10- Do your teachers give you a chance to work on oral presentation projects in your oral sessions?

From the chart below we can notice that 14 students (46%) state that their teacher sometimes gives them the chance to work on oral presentation projects while 09 students (30%) state that their teacher always does this task. 06 students (20%) agree that their teacher often asks them to present presentations and only one student (04%) states that the teacher never asks them to do such activity.

This variety of opinions and responses is present because we have dealt with different groups of students who are taught by different teachers. Thus, some teachers practice this task, whereas others do not use oral presentation project in their sessions.

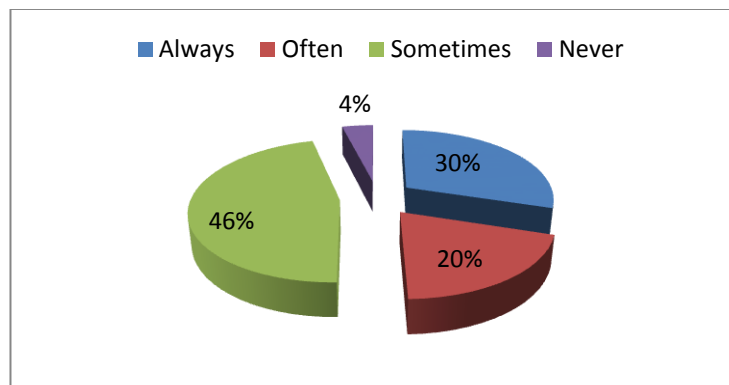


Figure 13 Students opportunities to work on oral presentation projects.

11- Do you work on oral presentation projects in your class by your own choice or unless the teacher calls on your name?

In this question students are asked to answer about whether they raise up their hands to work on oral presentation projects by their own choice or unless the teacher calls on their names. It is found that 17 students (57%) never participate and take the opportunity to do such tasks, meanwhile 13 students (43%) reported that they were the ones who participated to do oral presentations. As it is seen, students still find difficulties to participate and ask for presenting presentations waiting until the teacher calls their names, however there are some who have enough courage to raise their hands and take the responsibility of their works.

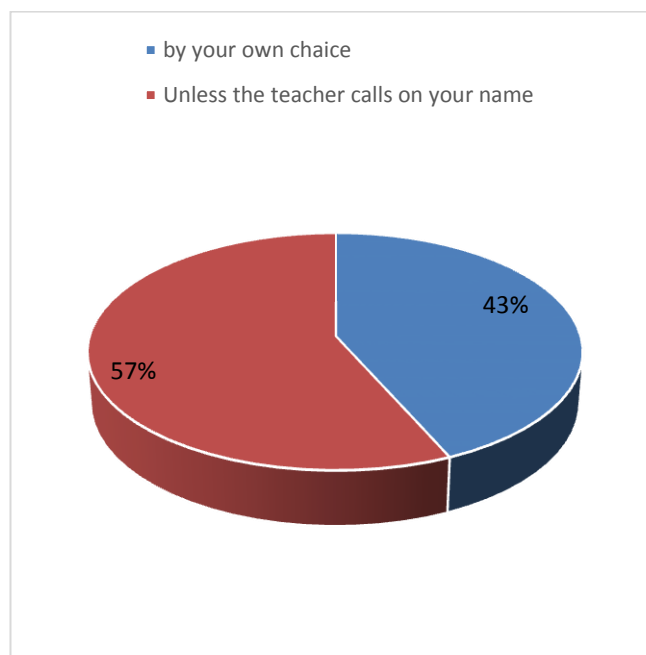


Figure 14 The motive behind participating in the oral presentations.

12- How many oral presentation projects you have worked on since your first year at your university?

As the chart below shows (80%) of the respondents answer that they have worked on more than three oral presentation projects, however those who have worked on them two and three times take the same percentage (07%) and (06%) of the respondents state that they have worked on only one topic. For those who had one, two or three presentations, perhaps because of fear of taking the responsibility or their teachers do not ask them to work on them.

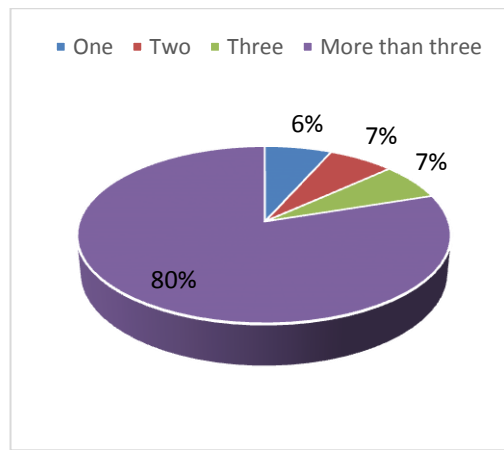


Figure 15 Students number of Oral presentation projects.

13- How did you feel during your first oral presentation projects?

As it is indicated bellow most of the students (24) state that they feel anxious during the first times when they were asked to stand and present their topics, however only six students (06) state that they feel self-confident during these first attempts.

Students who felt anxious justified their answers by stating that it was the first time. They feel anxious because for the first time they stand in front of their teacher and classmates. One student states: *“because I was a beginner, I did not have enough self-confidence and my language was not good enough to allow me to be self-confident”*. Another one writes: *“because it was the first time and I was afraid of being out of the topic.”*

On the other hand, students who felt self-confident state that preparation of their topics helped them to feel so. One student states: *“I prepared very well, and I often make a good presentations.”* Another one writes: *“I prepared my topic very well, then I felt self-confident.”* One student states that he is familiar with doing presentations in his secondary school.

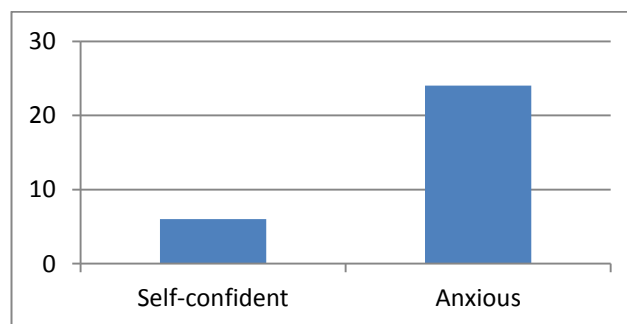


Figure 16 Students’ feelings during the first oral presentations projects.

14- How did you feel during your last oral presentation projects?

As we can see that there is big change in the last worked oral presentations. The number of students who feel self-confident increases to include (12) students, and (17) students among these participans feel less-anxious. However, only one (01) student remains anxious during the last presentations.

Students who felt less-anxious consider and believe that practice is the most important thing that assisted them to get rid of speaking anxiety. Through practicing more oral presentations students see that they get more experience where they became familiar with such topics. One student states: “thanks to practice”, and another one adds: “because I had an experience”. Students who felt self-confident insisted that preparation helped them to feel so.

However, students who felt anxious justified their answers by indicating that they do not practice to work on presentations in their classes. One student writes: “I felt the same because I did not practice such presentations mainly beacause of fear, in fact I have worked on two presentations.” In other words those who have worked on just one or two presenations are those who do not practice doing presentations and thus leading to have no experience.

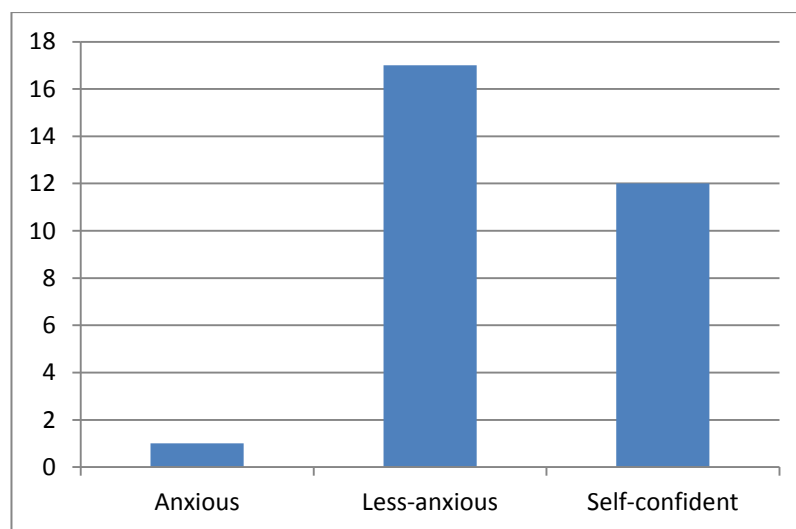


Figure 17 Students’ feelings during the last oral presentations projects.

15- What do you think about oral presentation projects?

All the students consider that oral presentation projects as a helpful means in their EFL class. All the students agree that oral presenation projects may help them to develop and enhance the speaking skill and decrease speech anxiety. For example, one student argues:

“they help the student to take a chance and make a lot of adventures”, and another one says: “I can do and present the lesson for myself as well as explain it to my classmates”. Another adds: “it will destroy the wall od shiness”. And the most important thing that oral presentations may provide is self-confidence as one argues: “it rises the level and the confidence of the student.”

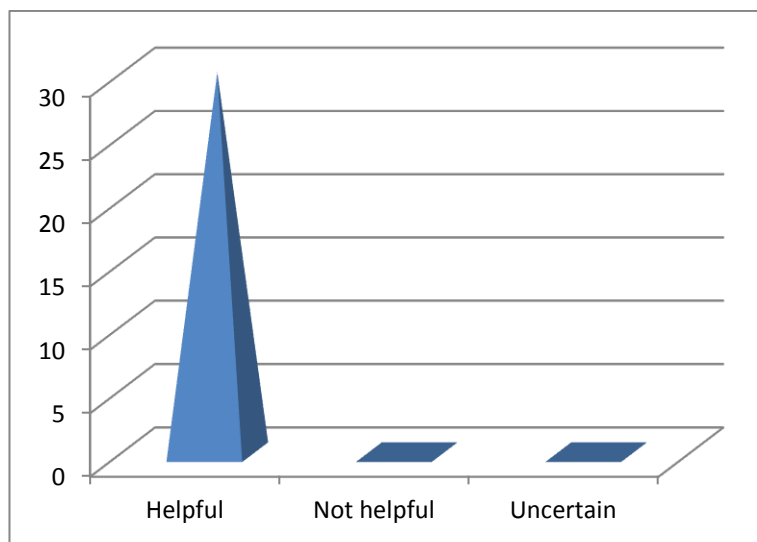


Figure 18 Students’ opinions about oral presentations projects.

16- What do you think about presenting more oral presentation projects in different modules?

It is obvious from the pie chart that th majority of the students (87%) are in favor of giving more oral presentation projects in different modules seeing it as helpful tool for their learning enhancement. However, (13%) consider this tool as not helpful one and no one (0%) crossed uncertain.

(87%) of the students see that oral presentation project may help the student to get more knowlege and self-confidence in different modules. One argues: “*it makes the students more serious and oblige them to do their personal efforts and work.*” Another one says: “*because it helps me to know new words especially in literature and civilization.*” In addition to those who consider this oral task as means to be used in their life situations, as one writes: “*since the majority of us are going to be teachers, those oral presentation projects may help us to be courageous in front of the others.*”

On the other hand, for those who crossed not helpful, they argue that the oral skill is not the only skill to be learnt. For instance, one student writes: “*grammar does not need only oral capacity.*”

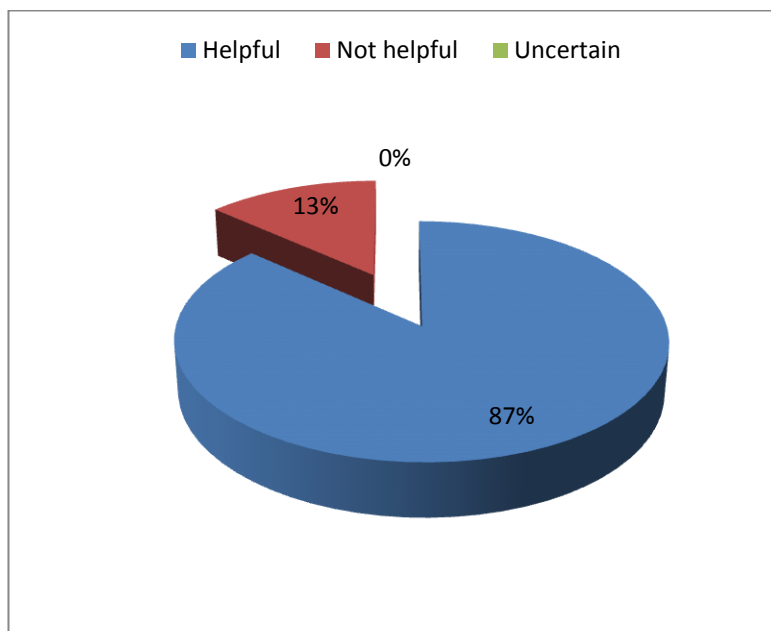


Figure 19 Students’ perception about the idea of practicing more oral presentation in different modules

17- Do you think that the more you work on oral presentation projects, the less anxious you would be?

27 students from 30 consider oral presentation projects as a helpful. Two (2) students are uncertain and only one (01) student sees them as not helpful.

Students who consider oral presentation project as means to help reducing speaking anxiety show their willingness to practice these projects in order to get enough experience and self confidence. As one states: “*it is about psychology, if there is enough experience, there would be self-confidence.*”

Students who crossed not helpful and uncertain think that it depends on the teacher’s behaviour and way of treating the students during the presentation.

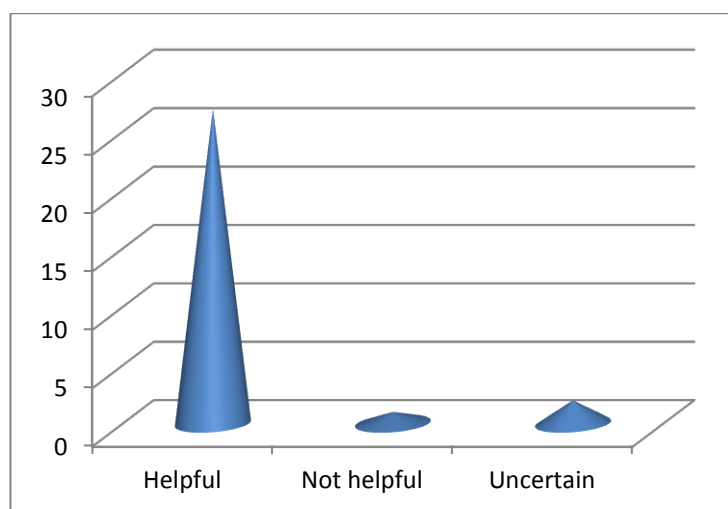


Figure 20 Students' perception on the role of oral presentation projects in reducing speaking anxiety

II- Suggestions

1- Creating a relaxed and cheerful environment in the language classroom

Teachers should establish a cheerful and positive atmosphere, because one of the most influential elements on speaking anxiety is the mood dimension of anxiety. In the case of creating a state of positive atmosphere and moods, the students are less likely to suffer from speaking anxiety. Thus, learners will feel happy and comfortable to learn and speak in their EFL classe.

2- Teachers should raise students' participation and the frequent use of OPP from the first year at university

Most of the students have a problem with participation and do not like to work on oral presentation projects. This idea is proposed for the teachers to seek ways and methods that enable them to improve and enhance learners' participation in the classroom. Analysis of this research show that most of the students of the research sample do not practice working on OPP unless the teacher calls on their names. The first courses at university should be provided with the frequent use of OPP in order to reduce speaking anxiety from the beginning. In other words, if only few students participate to practice OPP by their own desires as volunteers, class courses may lose the opportunity to evaluate and promote learning. In short, there would be a lose of hope and motivation for those students who are not granted the chance to work on OPP and try to reduce speaking anxiety from the beginning.

3- Enhancing instructor-student interaction

Teachers should enhance instructor-student interaction since this interaction is considered as one of the main sources of provoking anxiety. For instance, teachers should put consideration to the way of errors correction. Students show their speaking over being corrected in front of their peers. Researchers have indicated that most of the students agree that they are in need of some error correction. However, error correction is not important matter for the learners, but instead the way of correction ‘when, how often, and most importantly, how errors are corrected’ Young (1991 p: 429). The existence of positive error correction attitude may help learners to reduce their speaking anxiety.

4- Teachers should know about language teaching and learners’ variations

One of the main sources linked to speaking anxiety is teacher beliefs and thoughts about language teaching. Since the teacher is the responsible of the class, he or she can establish an atmosphere which can either provoke or reduce speaking anxiety. For instance, being the leader and not allowing the students to talk too much and present their oral tasks and presentations may contribute to increase the student speaking anxiety. Moreover, teachers have to know about learners’ variations and differences in their anxieties where they should understand and recognize the nature of speaking anxiety. This type of anxiety may differ from one student to another. Thus, teachers have to be aware about speaking anxiety their learners are experiencing. For instance, using OPP as a means to know about this anxiety and to enable the students to be familiar with standing in front of the whole class at the same time.

Conclusion

After analyzing the students’ questionnaire we come across providing the following conclusions: first, the main sources of speaking anxiety among the third year students are fear of negative evaluation and failure in the English oral tests. Second, this serious problem of speaking anxiety among the third year students concerning their presentations of oral projects is due to the lack of practice in the classroom. In fact, the questionnaire shows that some teachers do not ask their students to work on presentations and others state that their fear and anxiety prevent them from doing so. The findings of the study show that the students are aware that oral presentation projects are helpful instrument that enable them to reduce their speaking anxiety, enhance their self-esteem and feel self-confident.

General Conclusion

The aim of this study is to check our hypotheses stated in the introduction in which we reported two main hypotheses. The first is about considering that fear of negative evaluation and failure in the English oral tests as the main sources of speaking anxiety. The second is about the thought that students are in need of more practice to be self-confident speakers of English. In order to reach this objective we relied on students' questionnaire as a means used to conduct this study considering the learners as the ones who suffer from this anxiety and not someone else. Our main goal was to look at the effectiveness of oral presentation projects as a helpful tool on reducing speaking anxiety from the viewpoints of third year students.

Knowing that the humanistic approach aims at reducing speaking anxiety and establishing a stress-free atmosphere (Horwitz et al 1986; Lozanov, 2005) this study has devoted the first chapter three main parts. The first stands for providing an overview about the humanistic approach and its emphasis on reducing speaking anxiety. The second part is devoted to speaking anxiety, its main sources and the different classroom interventions that was developed aiming at reducing such type of anxiety. The third part stands for project work or oral presentation project considering it as one component of these interventions.

The study reveals that there are several sources of speaking anxiety. Among these sources: fear of negative feedback and learners' beliefs about language learning where both of them have the highest percentage, followed by the fear of failing the English oral test and worry about teachers' way of error correction.

The analysis of students' questionnaire indicated that students are sometimes given the chances to use the language and stand to work on oral presentation projects. However, students stated that through the use of these presentations they felt less-anxious and not all of them felt self-confident, though they are students of third year who are expected to face other public in their future professional lives.

Reducing speaking anxiety of foreign language learners is a difficult task. It needs some experience and frequent practice in order to use the language accurately and deliver the intended thoughts and messages to the audience. According to the students the best way to reduce speaking anxiety is to practice oral presentation projects inside the classroom since some feel less-anxious and others self-confident after working on several presentations at university.

In short, the present study sheds light on reducing speaking anxiety and establishing a less-stressed atmosphere through the use of oral presentation projects in EFL classes. The findings of the dissertation reveal that after practicing several presentations, students are aware that the use of such presentations enabled them to be self-confident and less-anxious. Therefore, we come to conclude that the more the student works on oral presentation projects the less-anxious he or she would be.

This study ends up with providing suggestions that we think that are helpful. We hope they will assist students as well as teachers inside the classroom in enhancing learner's self-confidence and reducing speaking anxiety.

Many topics can be investigated and tackled in the future to enhance the students' self-confidence and reduce speaking anxiety. Further study about using OPP as a helpful tool to reduce learners' speaking anxiety from teachers' viewpoints may help university students reduce this anxiety and better their confidence.

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Appendix

Students' Questionnaire

We would be very grateful if you accept answering the following questions in order to conduct our research which is about reducing learner's speaking anxiety through the use of oral presentation projects in EFL classes. Let us inform you that any view given to us will be used for research objectives only. We appreciate your participation and cooperation and hope you seriously share us your opinions in this research.

Please put (✓) next to the appropriate answer.

Ammar Thelidji University

Section one: Personal Information

1-Gender: Male Female

2-Age:

3- How do you describe your level in English language?

Very good Good Average Poor

4- Do you think that this level enables you to express yourself orally?

Yes No

Why?

.....
.....

Section two: Speaking anxiety

5- How do you feel when you are asked to speak in front of the whole class?

Self-confident Anxious

Why?.....
.....

6- Do you worry from the negative feedback you get from your classmates in your class?

Yes No

Why?.....
.....

7-Do you worry from the negative feedback you get from your teacher in your class?

Yes No

Why?.....
.....

8-Do you worry about the impression you leave among your classmates after speaking English?

Yes No

Why?.....
.....

9-Do you think that pronunciation is the most important part of speaking foreign language?

Yes No

Why?.....
.....

10-Do you feel afraid that the teacher of English is ready to correct every mistake you make?

Yes No

Why?.....
.....

11-Do you worry about the consequences of failing the English oral test?

Yes No

Why?.....
.....

Section three: Oral Presentation Projects

12-Do your teachers give you a chance to work on oral presentation projects in your oral sessions?

Always Often Sometimes Never

13- Do you work on oral presentation projects in your class?

By your own choice (as a volunteer) Unless the teacher calls on your name

14-How many oral presentation projects you have worked on since your first year at university?

One Two Three More than three

15- How did you feel during your first oral presentation projects?

Anxious Self-confident

Why?

.....
.....

16- How did you feel during your last oral presentation projects?

Anxious Less-anxious Self-confident

Why?

.....
.....

17- What do you think about oral presentation projects?

Helpful Not helpful Uncertain

Why?

.....
.....

18- What do you think about presenting more oral presentation projects in different modules?

Helpful Not helpful Uncertain

Why?

.....
.....

19- Do you think that the more you work on oral presentation projects, the less anxious you would be?

Helpful Not helpful Uncertain

Why?

.....
.....

Thank you very much for your time.