The Effects of Risk- taking and Anxiety on the Foreign Language Oral Fluency

Case Study: Second Year Students at the Department of English, University Mentouri Bro. Constantine

Thesis submitted to the department of Letters and English Language in candidacy for the degree of Doctorat LMD in Language Science and English Language Teaching

By Miss: Naouel BOUCHAREB   **Supervsised by: Pr. Hacéne SAADI**

Board of Examiners

Chairman: Prof. Riad BELOUAHEM	**University Mentouri Bro. Constantine 1**
Supervisor: Prof. Hacène SAADI	**University Mentouri Bro. Constantine 1**
Member: Prof. Nacif LAABED	**University Mentouri Bro. Constantine 1**
Member: Prof. Abdelhak NEMOUCHI	**University Alarbi Ben Mhidi Oum El Bouaghi**
Member: Prof. Hacéne HAMADA	**University Mehri Constantine**
Member: Dr. Charif BENBOULAID	**University Benboulaid Batna.**

2017- 2018

Dedications

I dedicate this thesis to my beloved family, especially my parents who have been a great source of motivation and inspiration.

To the memory of the one I am proud to bear his name, my father **Ammar** whose words of encouragement and push for tenacity still ring in my ears. I know, without a doubt, that the reason why I am here is because he prepared the way for this dream to come true. And to *Samia Zatout* the one who breastfed me with tenderness and love, my success is the secret behind her prayers for me. This is for you, Mom, thanks for always being there for me, may you forgive me for refusing to do home chores to finish my thesis. I love you Mom, I love you Dad.

To my sisters who were always praying for me to finish this work, to **Ilhem, Wafa, Ahlem** and my little sister **Celine**. The older we grow, the closest we become. Thank you for smiling along with me and for making me smile, too. I could never forget the days I was upset and your proposal to go out for a walk provides me with strength, refreshment, and work more, for everything I love you. You have a special space in my heart.

To my brothers **Mouhamed**, **Khalid,** and **Sief El Islam** who are always lightening my way with their security. I am wishing you all, also, to reach your dreams.

To all the members of my family, a warm thank you for your patience and comprehension, for the moments I could not share.

To my loved ones

Acknowledgments

Abstract

Psychologists, educators, and sociologists have long been emphasizing the importance of learners' emotional side to the academic growth. In that context, the present study aims at focusing on learners' attention to the significance of what happens inside them, singling out anxiety, and risk-taking as strategies for enhancing their speaking fluency level and exploring possible relationships between the two variables. It is hypothesized that if teachers can encourage students to take risk in speaking and not to be anxious, then their oral fluency level would improve consistently. Thus, the less learners are anxious and the more they are risk-takers, the more they will become fluent in the EFL speaking. The methods used in this research are both quantitative and qualitative ones. Accordingly, three groups (90 students) of English at Constantine University are selected, and after conducting an interview with the researcher, are divided into anxious and non-anxious, this is being the result of their answers to the Foreign Language Classroom Anxiety Scale, and as being risk- takers and non-risk takers after exploring their answers to the risk- taking questionnaire. Learners obtained marks from the scales are correlated with their marks of a story narration task, and their exam measuring oral fluency by calculating the coefficient of correlation. Besides, a questionnaire is delivered to Algerian teachers of Oral Expression of English at University of Constantine, Department of English. The inquiry highlights that there is a positive relation between learners' risk- taking and their oral fluency level, but a high negative relation between anxiety and their speaking fluency. Analysis and interpretation of data suggest some implications for language pedagogy, for EFL teachers to pay more attention to their learners' affective side, and for students to raise their awareness to be risk- takers and to become less anxious to speak English fluently.

Key Words: Risk taking, Anxiety, affective factors, speaking fluency.

List of Abbreviations

ALM: The Audio-Lingual Method.

CAF: Complexity, accuracy, and fluency.

CLT: Communicative Language Teaching.

D.M: The Direct Method.

E.F.L: English as a Foreign Language.

E.L.T: English Language Teaching.

ESL: English as a Second Language.

F.L: Foreign Language.

FLCAS: Foreign Language Classroom Anxiety Scale.

GTM: The Grammar Translation Method.

IDs: Individual Differences.

L: Learner.

LMD: License, Master, Doctorate.

L2: Second Language.

MLR: Mean length of Run.

N: Negatively Worded Item.

NA: The Natural Approach.

P: Positively Worded Item.

Q: Question.

(r): Correlation Coefficient.

SLA: Second Language Acquisition.

Ss: Students.

T: Teacher.

T.E.F.L: Teaching English as a Foreign Language.

USA: United States of America.

X: Students Answers in the Questionnaires.

Y: Students Marks in the Tests.

%: Percentage.

N: Number of Students.

List of Tables

List of Figures

CONTENT

Chapter One: An Overview of Speaking Fluency

Chapter Two: Personality and Speaking Fluency

Chapter Three: The Teachers' Questionnaire

Chapter Four: The Learners' Interview

Chapter Six: Suggestions and Further Research

1. Introduction

Learning, in general is based on many complex cognitive and linguistic processes. Moreover, the operation of learning a language is influenced by affective factors, which constitute the main sources of individual differences in foreign language learning. Learners' personality and success are the most important issues of personality and educational psychology. It has long been believed that the psychological influence of personality on learners' achievement is very important; and a number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a foreign language (Gass and Selinker, 1994).

Some features of learners' personality might encourage or inhibit second foreign language learning. In that context, affective factors that belong to learners personality range from being good indicators for better learning to be obstacles in learning (Cook, 1996). In other words, some language aspects are simply learnt with their presence in learners personalities, while others are perceived as making learning difficult when they are present in their personalities (Larsen Freeman and Long, 1991).

Thus, Current views of foreign language learning have drawn our attention that learning is not merely linguistic, as stated by Stool, Frink, and Earl "learning is not the exclusive preview of intellect. It is also deeply emotional" (2003, p. 36). For Sano *et al.*:

Teachers can achieve this kind of environment only through their efforts to establish informal warm- hearted interaction between teachers and learners, as well as among learners themselves. This friendly interaction is, in our opinion, the most essential factor in successful language learning. (1984, p. 171)

Thus, foreign language learning is thought to be a highly complex and difficult process since it involves a number of factors both external and internal to the learner (Brown, 1994). Current views of foreign language acquisition, (e.g. Segalowitz, 1997) have drawn our attention to certain questions such as why learners of foreign languages achieve different levels of proficiency, depending on adequate social and academic environments.

What factors internal to the learners affect foreign language learning, and how can we use our knowledge to find answers to the questions above to improve our second foreign language teaching? In this attempt, it is necessary for us to have a clear understanding about these factors which are internal to learners. They are generally known as individual factors, namely maturational, cognitive and affective; a number of empirical studies have confirmed that these factors can affect foreign language learners in different ways in their acquisition of the foreign language (Beebe, 1983; Cohen, 1988; Oxford, 1990; Larsen-Freeman and Long, 1991; Young, 1991; Gardner and MacIntyre, 1992; Ehrman et al, 2003). In this study, an attempt is made to describe and discuss how risk- taking, and anxiety, as two important affective factors, can affect learning a foreign language with specific reference to research studies undertaken to date in the domain of individual factors in second foreign language acquisition.

Speaking is an important skill in second foreign language learning, Goh, states that speaking "facilitates language acquisition and development" (2007, p. 1). Thus, it enables the learner to use lot of vocabulary, grammar rules, sentences, and raises accuracy of learners, as it makes use of the other acquired knowledge as grammar and phonetics which activate the memory. Kormos and Dénes state that:

> When one inquires about someone's level of proficiency in speaking, the answer is often that "I can speak the language fluently. Speaking a language fluently is frequently the ultimate goal to be attained in mastering a language. (2004, p.1)

It is true in making good communication one must not only speak but also speak fluently. Thus, to speak a foreign language, it is necessary to be fluent (Al Mutawa and Kailani, 1989). In its narrower sense, fluency can be considered one component of oral proficiency, among the other two important variables which are accuracy and complexity. In this study, we are only interested in the fluency side, which is often used as one of the most dependent scores in assessing candidates' oral language skills in an exam situation (Derwing et al., 2004). So, oral fluency is an important characteristic of the foreign language speech, which is often the object of evaluation in testing foreign second language skills by teachers.

However, it must be pointed out that the demand of fluency in speaking is itself the major problem for the learners of a foreign language. In other words, to speak fluently and confidently in a variety of situations is a major goal of any language department. If we are within a learning setting to identify the most significant influences on learning a foreign language speaking fluency, then personality factors will be the most required for effective oral fluency. In this study we are focusing particularly on the effects of two affective variables, among many

others (which are dealt with in the theoretical part of our thesis), namely risk- taking and anxiety. Among the four language skills, the achievement of oral performance is thought to be highly correlated with anxiety and risk- taking. It is common to think that if students are risk takers, non-anxious, they will communicate well in their learning process concerning the skill of speaking fluency, and they will attain a good spoken fluency production, while those students who are afraid of taking risks, and are possibly anxious are not motivated to speak fluently, they are likely to perform poorly concerning their oral fluency proficiency. Speaking English fluently is the main goal of many learners. Their personalities play a big role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers, unafraid of making mistakes, will generally be more talkative. Break the silence and get students communicate with whatever English they can use correct or not and selectively address errors that block communication, with the practice and teachers' correction, learners will correct their mistakes and speak better. On the other hand, However

> Foreign language students who exhibit speaking anxiety do not feel at ease when required to perform in the target language. Consequently, they prefer to remain silent viewing speaking in front of the whole class as a threat rather than a chance to improve their communication skills (Melouah, 2013, p. 65)

A foreign language speaking fluency is defined as the learning and adopting of a language that is not our native language. In this context Richards argued that fluency is:

Natural language use occurring when a speaker is engaged
in meaningful interaction and maintains ongoing
communication and understandable despite limitations in his
or her communicative competence (2009, p.14).

Linguists defined risk-taking as the ability to be eager to learn intelligently without paying attention to the shyness that may face learners (Brown, 2001). It is not just the third affective area in the personality traits, but it is also one of the most important parts in learning a foreign language, because of the strong intention of achieving success in learning. Since language learners are willing to absorb knowledge from their teachers, the easiest way to interact with the teacher is to take risks. Although it may be awkward to make mistakes orally, an excellent learner should acquire this trait in order to succeed in learning speaking. For Ur:

Learners are often inhibited about trying to say things in a
foreign language in the classroom, worried about making
mistakes, fearful of criticism or loosing face, or simply shy of
the attention that their speech attracts (1996, p. 121).

Anxiety is said to obstacle learning (Krashen, 1981). The performance of learners in terms of learning a foreign language is negatively affected by learners anxiety (Aida, 1994). Thus, teachers, on the one hand, must constantly make learners aware of the importance of personality traits to receive better achievement in the foreign language learning, and teach learners that the presence of risk-taking and the absence of anxiety have the total power to direct positively their results in oral expression fluency. On the other hand, learners must train their selves in this area. In addition to studying English language competence vocabulary, listening, and speaking,

learners must also study their own psychology and they must learn how to manage their emotions, as they must learn how to develop their inner strength and confidence.

2. Statement of the Problem

Speaking fluently in the classroom is truly needed by learners to be proficient speakers of good English because it is in an exam or a test the factor to be considered most. Fluency is the most important factor that matters in oral English. At Constantine University, Department of English in Algeria, which is an English foreign language context for learning English, second year learners of English are suffering from developing and improving their oral fluency proficiency. Although they have learned English for many years, the majority of them are still struggling for improving their oral fluency results. Despite the fact that they studied through the same approaches in their first year, they have different levels of fluency in spoken language however, and fluency comes as a new problem to overcome. Now, the students live at a time where the ability to speak the English language fluently has become necessary, especially for those who want to advance in some fields as teaching. Fluency in speaking is known as the natural ability to speak spontaneously, quickly and comprehensibly with few errors that may distract the listener from the speaker's talk. There still exist some other students who are fluent when they talk, which raise the question about the reason behind this difference among learners of the same year, of the same group, with the same teachers and taught according to the same learning approaches, yet, a substantial variance in their oral fluency proficiency levels exists. Their poor achievement in speaking EFL fluently is not always the consequence of the linguistic factors, like the lack of vocabulary or grammar shortness, since many learners own the linguistic competence like having good marks in written expression or good marks

in the phonetics module, and they are taught through effective approaches. That poor achievement in speaking is due to psychological factors which more concern, and the fear of taking risks to talk in the classroom, which is the cause of the fear of others reactions that causes the lack of motivation in their speaking fluency; this in turn is behind the lack of interaction with teachers and fear of speaking with native speakers, and also the feeling of anxiety which prevents them from joining activities with peers that leads them to be nervous, worried, and afraid of appearing foolish. Fear of mistakes, fear of other people's opinions, these factors hamper English language fluency.

The problem one is confronted with in this research is the relationship between learners' personality variables, namely anxiety, risk- taking and their oral fluency level.

The precise question we would ask is:

- What is the correlation between the class achievements of Algerian students who consider themselves competent in foreign language oral fluency and the degree of affection they maintain about anxiety and risk- taking?

This correlation is researched, in this study, through two questions:

1. To what extent does students' high performance in oral fluency correlate negatively with their high anxiety?
2. What are possible strategies to encourage students to take risks in speaking in order to improve their oral fluency level?

3. Aims of the Study

The aim of this study is the investigation of the relationship between personality factors, namely risk- taking and anxiety on one hand and second year students oral fluency level in the classroom on the other hand. Subsequently, our aim is to suggest strategies for more effectively improving foreign language learning oral fluency, and thus drawing teachers' attention to the learners' affective domain. In doing so, we will analyze the degree of correlation between two personality traits and learners oral fluency in order to cast some light on two of the personality and their great impact on learners' overall success in general and their oral fluency success in particular.

4. Hypotheses

In examining the above named personality factors, and with the help of the question stated in the section pertaining to the problem statement, we come to the construction of the following general hypothesis: if teachers can encourage students to take risks in speaking and not to be anxious; then, their oral fluency level would improve consistently.

The sub- hypotheses can be stated as follows:

1. Anxiety correlates negatively with foreign language learners' speaking fluency.
2. We hypothesize that there would be a positive correlation between risk- taking and foreign language learners' speaking fluency.

5. Tools of the Study

The nature of the research decides about the type of methodology to use. Since our aim is to describe the nature of the relationship between two variables,

namely anxiety and risk- taking as the independent variables and foreign language speaking fluency as the dependent variable, our methodology is consequently a descriptive one. To answer the questions of our research, and, thus, verify our hypotheses, we will be using the following tools. First, a formal questionnaire, for teachers to know about their awareness concerning the importance of fluency in speaking, and to know to what extent they show this importance to their learners, besides checking their opinions about the problems students encounter while trying to speak in a fluent manner, based on their long experience in teaching oral English as a module; we also have used interviews with second year language learners of English at Constantine 01 University. These questionnaires serve as direct questions about their views concerning the speaking skill in general, and speaking fluently in particular, to analyse their opinions for the reasons that inhibit them from speaking fluently and the importance to speak fluently in relation to affective factors. Then, a questionnaire is called the foreign language classroom anxiety scale (FLCAS) will be distributed to (90) second year language learners of English at Constantine university, to know their points of view about their own evaluations and to divide them into two groups, namely anxious ones and non- anxious ones according to their answers to the questionnaire. Another questionnaire of risk- taking will be conducted to divide our sample of learners into two other subgroups; those students who are risk takers and those students who are not risk- takers. After that, oral English tests to assess the oral English fluency of the subjects are conducted in the form of pictures description to form a story, and learners exam, respectively. The narration and the oral exam of each participant is first separately tape-recorded and later transcribed to measure fluency. The data is analyzed using statistical tests (coefficient of correlation, mainly) to see the possible correlation between affective factors and speaking fluency. The

administration of all these tests will be of great importance for our investigation by testing the attitudes and reactions of our sample of the students toward the role of affective variables in enhancing learners' oral fluency achievement.

6. Population

The mentioned problem of anxiety and risk- taking can be observed at all the levels at the University, but we have decided to work with second year learners studying English at Constantine 1 University to raise their awareness toward the role of their personality factors, in order to build their awareness around anxiety and risk-taking, and to raise their attention toward the role of these two affective factors in the second year at the university, so to make learners prepared for the coming years of study.

Out of the whole number of students (540), three groups of the second year, with number of (90) students are selected randomly from Constantine University Department of English, to take part in the interview, questionnaires completion, and tests of the correlation as well. They are all Algerians except two from Niger, which means the majority shares the fact that they do not live in an English native speaking country, and they both had no chances for using English outside the classroom. Their use of English is limited to University classes.

7. Structure of the Thesis

The thesis is divided into six chapters; two chapters are dealing with the theoretical background of the study and the other three chapters deal with the methodology adopted, the analysis, interpretation and discussion of the results. The

sixth chapter deals with the recommendations and the suggestions, besides the limitations of the study.

Describing what has been discussed in details in each chapter, we mention that chapter one is about theoretical issues on the speaking fluency. It presents many aspects concerning the speaking skill, and focuses on many details about the fluency term in speaking which is the dependent variable in our study.

Chapter Two is about an overview of personality and speaking fluency as it reviews the literature on personality variables and speaking fluency. It deals with personality, in general and moves to affective factors later, and subsequently with anxiety and risk- taking in particular. Further, it talks about many aspects of these two affective factors to enable the reader to have a clear picture about them. This last theoretical chapter gives a detailed feedback about the relation between anxiety and learning, then between it and speaking and ends with presenting the relation between anxiety and speaking fluency, and, then, the relation between risk- taking and learning, then between it and speaking and ends with presenting the relation between risk- taking and speaking fluency.

Chapter Three introduces the first instrument used in the research which is a questionnaire addressed to teachers; it is put as a whole chapter because it contains many questions that serve to know about teachers' views toward fluency in speaking, and fluency in speaking in relation to affective variables of the learners.

Chapter Four discusses data analysis in the learners' interview. This chapter also is considered a very important chapter because it contains many questions about

learners' viewpoints concerning the role of risk- taking and the absence of anxiety in improving fluency in speaking.

Chapter Five is designed to get reliable extra data to test our hypothesis. It discusses the correlation; however, a correlation study cannot be conducted unless we have many tools. Thus, we have used two tools to test the learners affective variables, which are the foreign language classroom anxiety questionnaire, and the risk- taking questionnaire, and correlate their results with the scores we obtained from learners description of a story and with their scores of the exam, respectively.

The recommendations and limitations of the present study are presented in chapter six with the general conclusion; we additionally give some suggestions that we think will be of some importance in the future academic life of both teachers as well as learners.

Chapter One

An Overview To Speaking Fluency

Introduction

Learning anything in this world is learning how to do it in a correct manner, and so it is the case when learning to speak a language, which means also learning to speak it correctly and appropriately, and not to speak a language with mistakes. Speaking a language with mistakes means that the speaker is still in need to know, and to learn for what makes it spoken with no mistakes. More precisely, in this chapter, we are interested in the oral fluency skill, which is mostly used in describing speaking; a speaker of a foreign language is said to be a good speaker if he speaks the language fluently. The term fluency is used in many fields. Regarding language teaching/ learning, and more precisely F.L domain where it is used to describing all the skills of a language. Fluency is what we are striving for when we learn to speak a language. We are going to present, in this chapter, many facts about the oral skill first, and then many sides of fluency as its definition, how to measure it; in addition to the importance of speaking fluency development is also reviewed, and discussed at the end of this chapter, and many other aspects of it.

1. Definition of Speaking

The notion of speaking has been repeatedly mentioned in the teaching and learning context; it does not need to be explained, but we are going to give small definitions about it, considering it as an entry to the coming titles.

Chaney and Burk put that Speaking is: "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (1998, p. 13), which indicates that speaking involves not only the use of words, but also non verbal messages like body language that conveys, or at least that helps to understand, and to send any message.

Another definition is the one proposed by Woodward who estimates that being able to speak means being able to:

"- Use different parts of the mouth and body from those needed in your own language

- Make individual sounds and combine them.

- Produce correct stress on individual words, depending on the meaning you want to convey.

- Use intonation (including tones across discourse).

- Work with appropriate rhythm and pace.

- Express your own meaning and your own personality by choosing from a range of physical and verbal expressions.

- Interact with people appropriately, repairing breakdown of messages, taking turns and speaking alone for short and long periods.

- Describe, agree, beg, plead …etc. and all as naturally as possible" (2001, p. 93).

2. Characteristics of Speech

The nature, as well as, the circumstances of enunciation are crucial to get the meaning of L2 oral skill. Four momentous procedures are compelled to be meshed in producing a speech, namely, Conceptualisation, formulation, articulation, and self-monitoring. Conceptualisation is defined as the first operation that refers to the design of the material dealt within speech. The discernment's experience, insights about the leitmotif as well as the parlance context, and spoken discussion archetype ought to be grasped, as well. 'A monitor' is comprised within the conceptualization to robe the aggregate which crops up in the reciprocal action for the blueprint. The role of this monitor is to amend the expressions, grammar, and pronunciation by the speakers themselves. Utterances, locutions are stumbled

on the formulator, which is the second process, for the portraying of denotation, concatenation, to position them in suitable grammatical markers such as "inflections", "auxiliaries", and "articles". The sound pattern of the utterance to be used is equipped with the formulator, too. The third process is the articulation where the organs are embodied. The last process by which shortcomings are rectified by speakers' ability themselves is called self-monitoring (Carter and Nunan, 2001).

Speed is what peaks these processes, and automation is very needed to accomplish their purpose, in that conceptualization needs it somehow; formulation requires it notably largely, and articulation calls for it for an unreserved ratio. For the reason that individuals do not own the sufficient fitness of heed awareness to monitor the three processes, automation is of great importance. It will be arduous to bring off speaking accurately and fluently for L2 communicators in a beginner level, for the reason that automation is fallen short, furthermore it is toilsome for them to pay attention to all these systems quickly (ibid.).

The setting has an important impact upon the oral skills. Speech is usually exchangeable, in other words, the discussion is capable of being provided concurrently by commonly whomever the speakers, and their one another interactions are responded instantaneously. The contribution in articulated conversations is permitted to be shared by lot of persons. Contrary to the written form, it helps to make the oral one more expected. Concerning orators' similar rights, or different rights in speaking, particular privileges are harmonized or taken over by one of the participants of the conversations like in doctor-patient, teacher–pupil, professor-student, examiner- examinee, parent- offspring, and adult-child, the oral interaction varies widely. In the process of commencing or carrying out themes, inquiring elucidation, or cooperation conclusion, the interlocutors' independence is acted upon by the communication. A lot of guessed hints in oral communication are able to be allowed in communication like the eye-to-eye communication, the bodily setting of

discoursing for instance, the concrete situation can be referred to by interlocutors observed by each other, and for whom a number of bodily indicators are able to be utilized, so that for instance a speaking notice, the speakers' participation objective, and the feedback they show from what they hear is designate (ibid.).

Speakers carry their talk directly with each other in the majority of their interaction setting, in a few times, their speech must be determined and transferred by them with no examination, or rectification again (Levelt, 1989) .

3. Elements of Speaking

The apprehension of the parlance characteristics is not solely presumed by the capacity to communicate eloquently. Immediate language and data treatment capacity are also needed (Harmer, 2005).

3.1. Language Features

Connected speech, expressive device, lexis and grammar, and negotiation language are the four features of language. The following is their clarification:

3.1.1. Connected Speech

Being capable of ejecting English single phonemes is not solely needed by English efficient orators. As in saying "I'd've gone" is used in eloquent connected speech, too, instead of saying "I would have gone". We modify tones in connected speech which is called "assimilation", or we omit that is named elision, and also we add tones which we call linking or we weaken through contractions and stress.

3.1.2. Expressive Devices

The tone as well as the particular emphasis given to certain words in speech, the degree of loudness, and celerity are changed by English native speakers. How they sense is shown through further bodily, and non-vocal ways used. For them, the capacity to transmit messages is caused by the utilization of these means. The further enunciation of feeling, and concentration are permitted through them. At the minimum, a part of such supra segmental characteristics and tools should be deployed by students in order to be efficient speakers.

3.1.3. Lexis and Grammar

The different functions sentences may carry are needed by learners to be informed about by teachers, because students repeatedly use the same functions in all the sentences they utter. This additional supply of sentences' functions will help learners to communicate better.

3.1.4. Negotiating Language

In general, from the expression negotiation of meaning, we understand that there is a certain point to be clarified, using many effective ways in speaking. This is the case for negotiation in language. It is clear that negotiating in a language means clarifying a certain unclear point, which is necessary in language production to use the necessary ways for it. Learners benefit from the use of negotiation of language in asking their classmates for clarification for an ambiguous point.

3.2. Mental/ Social Processing

Three skills are used in order for the speech to be more successful. They are language processing, interacting with others, and information processing. To clarify every skill, first in language processing, before language is produced in a spoken form, it is necessary for learners to be unambiguous to prepare the language in their minds, as the conditional first step

so that to guarantee that listeners will find no difficulties in understanding the speech. Besides, learners' memory is needed to produce effective speaking process with others so that they can remember the words, their meaning and how they are linked to other words. Second, Speaking is not a race between people, but rather a process in which the speaker, and the listener win at the same time, if they understand each other's meaning and inside sense while talking or listening. Thus it is rather the success of both or the failure of one that will bring the same results to the other one because the speaking skill is an interaction between the interlocutor and the listener by giving chances to each other, and making the speech clear, which refers to the skill of interacting with others. Finally, the skill of information processing is very important for the speech to be efficient, and again about the role, that we should mention about the memory. Learners should grave in their minds what the listener is saying, while at the same time he is talking to be able to face any question with giving successful information.

4. Speaking Activities

Activities addressed to the teaching and learning of the speaking skill are noticeably numerous, and a lot of authors have given different exercises according to their distinct views, and according to the purpose of the activity itself, as well. Here are some of them as separated by different writers.

4.1. Division of Speaking Activities

4.1.1. Littlewood Division of Speaking Activities

Speaking activities depend mostly on two main sorts, which are: social interaction activities, and functional communicative ones (Littlewood, 1981).

An example of the first sort of activities, social interaction activities requires Learners to arrive at a certain direction at condition that there are many ways, and the

successful learner is who arrives by using a shorter path. In order for learners to have an allowed speech with others, they must consider the society norms when they talk in addition to the context. Learners' language is impressed by both activities the functional communicative activities, and the social interaction ones. The learners in those activities speak with reference to the society and to the function of the language. The society is given a big importance in these activities because social interaction activities have to do with the society (Littlewood, 1981).

The philosophy of the second sort of activities, functional communicative ones, is to converse using the language regardless of the quality type of language students possess, employing a correct language, and correct patterns are not important, since the aim is to receive new information, or to find a solution in order to overcome an obstacle while talking. The main purpose behind these activities is what the learner will learn after he exchanges knowledge, or once finding a solution to his impediments. Those activities need suitable circumstances to be applied in which is the role of the teacher as an organizer (Ibid.).

There are two subtypes of activities branched on in accordance with the purpose of these activities, one is the employment of language for sharing information, and the other one is about the employment of language for processing information. There are also other kinds of activities that emerged from this philosophy which are:

4.1.1.1. Sharing Information with Restricted Cooperation

As the name of these activities show, they yield information but with a limited help. They aim at concentrating on the information received, and not the language used. This type of activities works with one principle which is:

The first learner or group possesses information that another L or group must discover. The knower is not allowed to cooperate fully: He provides information fully only in response to appropriate cues (e.g. yes/ no questions) in order to introduce a game element and to ensure that the interaction lasts long enough to provide sustained practice. Learners must interact according to strict rules (Littlewood, 1981, p. 22).

Discovering a sequence or a location is one prototype of these activities. It depends mainly on finding the right arrangement of pictures. In this activity, one student possesses the right chain of the pictures while the other learner owns them not organized, and his role is to discover the sequence as its name indicates (Littlewood, 1981).

4.1.1.2. Sharing Information with Unrestricted Cooperation

Those activities depend on an unlimited help among students which is the reason for using more of interaction in speaking. In the implementation of these activities, the language used by students is still not required to be appropriate, or to be fully correct. This linguistic shortness, which is committed by learners, will give an insight for teachers to know the requirements of students. The aim of these activities is to help learners to be more inventive in the language (ibid).

Communicating patterns and pictures is one of these activities in which a combination of sequenced shapes is owned by one of the students; contrarily a mixed set of shapes is given to another student. The aim of this activity is to find the sequence that the first learner already has. From this activity, we notice the resemblance between sharing information with restricted cooperation, and sharing information with unrestricted cooperation which allows the use of the same activities (ibid).

4.1.1.3. Sharing and Processing Information

In this third type of those activities, and as their name indicates, it is clear that more talk is employed since it includes two terms concerning information, which are sharing and processing. In this activity, the learner exchanges the information, and uses them for the purpose to find a solution to problems that he/ she encounters in language speaking. This allows students to talk more, exchanges knowledge and uses this knowledge for certain language dilemmas. The main philosophy of this activity is named the Jigsaw one. Within such an optic, the student has to split his knowledge with his peers who ignore it (ibid).

4.1.1.4. Processing Information

Processing is the only variable included in the title of processing information activities which includes the mere use of knowledge. Here, learners have all the knowledge and they themselves must determine how to utilize it. The exchange of information is not only absent in the title, but also in the employment of this exercise. An example concerning those activities is to yield learners a catalogue of stuff needed for an excursion that lasts for three days, and the role of learners is to tell orally the stuff what they are able to seize with them, at the condition that everyone in that excursion should not take more than 25 kilograms in terms of provisions (ibid).

4.1.2. Byrne's Division of Speaking Activities

Those activities are divided in terms of two norms of speaking, namely accuracy and fluency; there exists four types of those activities (Byrne, 1987). They are:

4.1.2.1. Accuracy Work in Pairs

In these activities, learners practise the oral skill with two optional pairs, either flexible or fixed ones. As their name indicates, in fixed pairs, they work together and they do not change its members, whereas in flexible pairs students can exchange their matches with other students. It is sure that the whole class with its students' numbers has never had the occasion for all of them to speak. So, pair works accuracy activities diminish the number in the classroom, and give more opportunities to learners to talk. These activities use is beneficial in acting on speaking that is alike speaking out of the classroom because each two learners talk together. Another reason behind the use of these activities is that they are considered as an initial step to prepare for working in a whole group later. The last reason is that the work in these activities motivates learners more with their diversity (Byrne, 1987).

4.1.2.2. Accuracy Work in Groups

The other division is accuracy work in groups; here learners are supposed to work in groups instead of pairs. Drills are types of these activities. Learners practise them a lot in exercises that they find in their text book, where they read a text, and answer the questions that belong to this text. Drills are assumed to have a very important benefit in accuracy enhancement because learners are needed to give correct answers, and wrong answers will be corrected. They are favorable for learners because they raise their self- confidence, mainly because they enhance their pronunciation level (ibid).

4.1.2.3. Fluency Work in Pairs

The number of learners in activities of fluency that work with pairs is less than that work with the group. Some activities that apply for pair work activities can be used also for group work activities. One example of these activities is the guessing activity. The principle

of this game is to find an item by asking questions between pairs, or groups, or even among the whole class (ibid).

4.1.2.4. Fluency Work in Groups

Fluency work activities are done in the form of interviews, dialogues, discussions and interpretation activities. In it, the aim behind working in groups is represented in grouping two levels of students because a group will contain many different levels of students. This will give chances for weak students to be with high level ones, and learn from them by exchanging information, which raises their fluency level as a result. Each group is allowed to select a guide who manipulates the group.

Although learners are working in another form which is now a group, some activities, where the number is huge, can be applied in pairs or groups depending on the choice of learners (ibid).

4.1.3. Scott and Ytreberg's Division of Speaking Activities

The principle of this subdivision of speaking activities is different of that of all the above categories, in that they depend on activities from a different angle. In these activities, teachers do many efforts to teach the skill of speaking. Those speaking activities must be either controlled, guided, or free activities. But, the three are needed in teaching. In general, the difference between these classifications is that in guided, and controlled activities learners are controlled, or guided to give correct answers, and they are not allowed to say anything else, whereas in free activities learners are free to talk what they desire, and they are neither guided nor controlled. In particular, controlled groups are best presented in telling time exercises and in presentations, where the learner presents his topic under the control of the teacher; besides mistakes are not allowed in a vast range. In guided activities, students are less

controlled than the previous ones. They are given a controlled freedom to choose; they can work either in small or pair groups; an example of guided activities is the chain work, in which learners work in a chain. Every student is given a card and every card contains a word (like some bananas). The student, with this card, forms a question and asks it to another student. The student answers, and turns his card, reads the word he found (for example apples), and forms a question and asks it to the next student. That way a chain learners practice in guided activities. The last classification is the free activities. The principle of free activities is to fill in the gaps to find the missing information. Some examples of them are dialogues, and playing roles in which learners are free to say whatever they want, and teachers have no manipulation over them (Scott and Ytreberg, 1990).

4.1.4. Harmer Division of Speaking Activities

Speaking activities are divided into seven subdivisions; the first one is reaching consensus, in which learners are encouraged to use language freely and naturally. They are in a funnel form and through phases, an example is that learners are asked to write ten items that they take with them if they are going in a journey to New York for instance. The activity first starts with writing the items individually, then the next phase will be each two compare their items, and agree about the same ten items. The next phase will be that each four learners form a group, and agree again about their ten items. Before the last phase, learners are joined all together and agree about their ten items, in the last process each individual explains to the teacher the reason behind the choice of his ten items. The second division is called relaying instructions, one example of this type is students rely on the title of a performance other learners will perform and they have to find it. Communication games are the third subdivision, in which learners perform games for communication. They have to fill in gaps to find the information; learners are free to put what they want as words. One of its examples is describe and draw; learners in this exercise are supposed to have pictures and describe them to

another student who must ask questions about the picture to find what is the picture exactly and draw it. The fourth activity is problem solving activities, in which learners are faced with a problem that they have to solve. Interpersonal exchange is the fifth type of exercises, where learners are supposed to converse each two together and try to get information about each other's preferences. The sixth type is the story construction; learners should find the story from some hints given by the teacher. Finally, simulation and role play is the seventh activity in which learners play roles. They choose any topic and act, and the tutor also can contribute with them and play a role with the learners. At the end of the role play, the learners receive the teacher's remarks about their performances (Harmer, 1983).

5. Development in L2 Speech

In speaking, three factors which are fluency, accuracy, and complexity are important. To develop speaking means to develop them, this represents a problematic issue of learners' speaking development, in general because concentrating on one item may affect the development of another one. For example, if learners concentrate on accuracy, it leads them to ignore fluency, since they will reduce its practice. Likewise, if concentrating on fluency, they will ignore accuracy and complexity. Finally if the focus is on complexity, they will overlook accuracy, and fluency. That is the reason behind choosing different activities for those speaking items, since they have different aims, and what may suit a factor as an activity may not be suitable for the other factors. As we have seen, on the one hand, some activities are suitable for accuracy, and fluency, but are not so for complexity in speaking. On the other hand, some activities fit for learners to be accurate, and have a complex talk, while others lead to a complex speech, but not an accurate tongue. Assignments for speaking development are not confirmed yet; to have the same influence if utilized many times. But, rehearsal exercises are confirmed to have a great positive development on learners' speech production. On the one hand, for accuracy, it leads to accurate vocabulary; learners perform better once they

repeat a test done already two days ago, which means that teachers' choice of tasks has an influence on learners' tongue production (Skehan, 1998). On the other hand, it leads to fluency and complexity development, because learners who were given a task, and then after ten weeks repeated the same activity have accomplished it better and they have yielded more fluent and complex speech (Bygate, 1999).

6. What Makes Speaking Difficult

It goes without saying that learners of a language that is not their own language will be hindered by many difficulties. Speaking as a one skill of this language has many difficulties to be overcome by learners (Brown, 2000). Such difficulties are:

6.1. Clustering

The first thing that makes speaking difficult for learners is clustering, which is that learners talk is split into words, instead of saying it in the form of a whole sentence or a phrase, which does not represent fluency, that is a phrase speech, and not saying their speech through words (ibid).

6.2. Redundancy

Learners' use of reformulation, repetition of words, and the need of the use of some expressions by learners as: I mean, I want to say, to explain their intended utterance, which is mostly common in their talk, refers to redundancy, the other factor that leads to difficult speaking (ibid).

6.3. Reduced Forms

Reduced forms of spoken language are also another problem faced by learners, in which learners must use the reduced forms of the language, which is considered an obstacle

because some learners have studied only the long forms, which have many levels like the morphological, phonological and syntactic levels (ibid).

6.4. Performing Variables

Performing variables are strategies that learners use when they find problems to express their oral messages, so they cause hesitations and false starts in which they start a sentence, and then they repeat it again, or correction, once they correct themselves each time they make mistakes. This hinders the spoken messages, and the best way learners think to overcome those habits is to use other performing variables like uh and umm in order to speak, and think at the same time (ibid).

6.5. Colloquial Language

Teachers must teach learners some ways on how to employ the colloquial language, which is very important in a native like speech, and which is also difficult to use by learners. Colloquial language refers to idioms, or idiomatic expressions, slangs, and cultural knowledge (ibid).

6.6. Rate of Delivery

Learners find it very difficult to be fluent, which is an important factor to master in the oral skill, and the role of the teacher is to help them develop this speaking aspect by talking fluently. So, learners take from the teacher how to correct fluency (ibid).

6.7. Stress and Rhythm and Intonation

From a phonation perspective, it is very important for a speech to be stressed, rhythmic and intonated well, which represents another problem that learners face in speaking.

6.8. Interaction

The last obstacle that learners may face in speaking is interaction, which is used to exchange knowledge among learners. Interaction is useful in the acquisition of new vocabulary and new forms of language. An example of this interaction is asking for information (ibid).

7. Background to Teaching Speaking

An example of how learners were studying the oral expression skill by Bailey is the following:

"T: Repeat please: "good morning, Maria."

Ss: "Good morning, Maria."

T: "Where are you going?"

Ss: "Where are you going?"

T: Good, "I'm going to the library."

Ss: "I going to library."

T: Listen: "I'm going to THE library."

Ss: "I going to THE libary."

T: Listen again. "I'm going to the Li –BRA- ry. Rrr. Librrrary."

Ss: "Librarrry."

T: "To the library."

Ss: "To the library."

T: "Going to the library."

Ss: "Going to the library."

T: "I'm Going to the library."

Ss: "Going to the library."

T: good now the next part." (2003, p.49).

To clarify this example, teachers are referred to T, and students to Ss. The disadvantage of this method is that learners if are encountered with another person rather than Maria, who rarely goes to the library, they will not be able to communicate with her, because the school- books that learners have do not provide them with dialogues of immediate talk. In addition, the acquisition of vocabulary, the regulation of grammar explore, and conversation uttering are taught to students for a long time by method of rehearsal. More than that, speaking was taught by giving its elements, but to be able to speak, learners make the combination of these language items (ibid.).

In this method, and to avoid the fear of produced faults, as a routine that learners may get used to, they are faced with the teachers' immediate correction of those errors especially that, in this method, acquiring bad routines of the language by learners is not wanted. The reason that lot of expressions to rehearse, and lot of practice is included in the lecture. In it, this technique which is the audio-lingual method depends on the impractically routine development notion (ibid.).

Comprise is what is included in this audio-lingual course of talking, because dialogues are utilized by learners; after that the regulations of grammars are trained by them, and thus learners speak. Thus, the foreign language constitutional processes, and tones are accustomed to learners by exercises of rehearsing through the help of the audio-lingual

method. So, word for word learning of conversations, in school-books, was the way speaking was taught to learners for a long time in the past (ibid.).

The communicative language teaching method has emerged as an answer to the previous one, in which the absence of interaction in the audio-lingual method, and the need of its presence is the reason behind this change. The weak and the strong forms are two forms which represent the CLT method. First, oral exercises ought to be involved while language pieces are taught in the weak form. Second, the foreign language should be full of opportunities to talk because cooperation is the manner learners learn in the strong version. Especially that cooperation is the way the foreign language is obtained by old people, and the way the mother tongue is got by children. This indicates that dialogues are not learned by assembling language elements. In other words, the reverse has been adopted in the past for teaching the oral language, as said by many researches. This change and new method used were the result of the thinking in the way speaking is taught to learners which were reviewed by many experts (ibid.).

It is very difficult to combine language pieces for students, who do not master the language because while talking to others, generating and before it the layout is restricted by the duration which is not the case for the scribble form. It is, also, difficult especially when accuracy is required to perform the target language. In the first years of English study, learners suffer lot from producing a clear speech in the foreign language for listeners. Those language pieces are all represented in the following pyramid which is explained from the smallest unit to the longest one (ibid.).

First, the peak of the pyramid represents the smallest part of it, which in return represents the smallest part of the language. First, the focus given to the words in a sentence may change the meaning of it, and yield many senses. According to the focus we give to each

word, four different senses to the sentence "I think I know" emerge as an example. If the response is extremely recognized by a person, and doubtful is not his status, the person will focus on the verb to know as a first sense obtained from this sentence, a second meaning of the same sentence will occur if the response is believed to be perceived by the person, while it might not be identified by the others, if the speaker focuses on personal pronoun before the verb know. A third discrepant meaning that arises from this sentence is that the reply is assumed to be detected by the person, but total certainty is not there; if he concentrates on the verb to think which indicates doubt. The last meaning yield from the sentence "I think I know" is that the rejoinder realized by the person is undoubtedly discovered, whereas it could be not believed to recognize by me according to others if the focus of the speaker is on the word I the subject of the sentence previously mentioned. Saying the word with a high voice is the way the speaker focuses on each word. The setting of the happening of the expression limits and creates the variant significance of it. Segmental phonemes work under those features by which variant senses are obtained in the speech process, Suprasegmental phonemes is their name, they are represented in intonation, rhythm and stress which are the names written on the pyramid's right border. The example asking for a bee soup by a learner whose first language is Arabic, instead of pee soup as a lunch soup, happened by replacing the sound /p/ by the sound /b/. The speaker's accents is extremely provided by to the tiny dissimilarity between the both mentioned sounds, no shaking in the vocal folds happens when articulating the sound /p/, in contrast; a tremble in the vocal folds takes place when uttering the sound /b/, which refers to voiceless /p/ versus voiced/b/. This feature in the speaking production's place and manner is referred to as distinctive feature, which is the tiniest part in language (ibid.).

There are eight phonemes, four morphemes and three syllables in the word disheartened. There is one syllable and three phonemes for the word hat. Bound and free

morphemes could constitute a syllable. The second syllable in the word okay, which is /kay/, is a connected sound which can form a syllable. As a single phoneme can form a syllable like the first syllable of the word okay, this is /o/. Thus, segmental phonemes are represented in consonants and vowels. The words bit and bat consist of the vowels /I/ and /a/ accordingly, and bit and pit consist of the consonants /b/ and /p/ which are all phonemes. The sense of the language is distinctive because of tone part, which is labeled the phoneme; both phonemes and morphemes are included in the syllable which is shown in the following figure (ibid.).

Ed, tion and s are suffixes, and pre and un are prefixes representing examples of words combination which are known as bound morphemes. If consonants are not often the final of words, suffixes required to be employed by students of English language is not an easy task in speaking stress. The words flee, hat and already are examples of significant parts of language that are clear if put separately, the free morpheme is the name of those words (ibid.).

An utterance is the form that clauses and phrases may take. The speaking and writing forms have distinct usage of them, in it, people use them lot in speaking but they are not allowed to use them in formal writing. The example "while John was eating the cake" which is not a complete sentence, or the example "John ate the cake" which represents a complete sentence where the verb is present in a part of language that is made of two or more words is a clause. "To eat, to look up and to the store or after breakfast" are examples of infinitive phrases and oppositional ones accordingly, where there is no verb or subject in a part of language that is made of two or more words is a phrase. People often confound between them (ibid.).

Utterances are sentences that are not correct grammatically, as in the example saying only the word pizza when a companion is questioned about the food that he would like to

prefer, while the asker's plan is food also. Whereas, sentences that are correct grammatically can be utterances too as in the sentence "Would you like to eat pizza" as an interrogation for food, a comrade desires to have. Penmanship use sentences which are grammatically correct not like in the spoken form, in contrary, anything that is said by people is called an utterance, which constitutes the extract orally. So, undecided expand of language is referred to as a text, and this is the ending of the pyramid which is the largest part of it, and thus the largest part of language it represents (ibid).
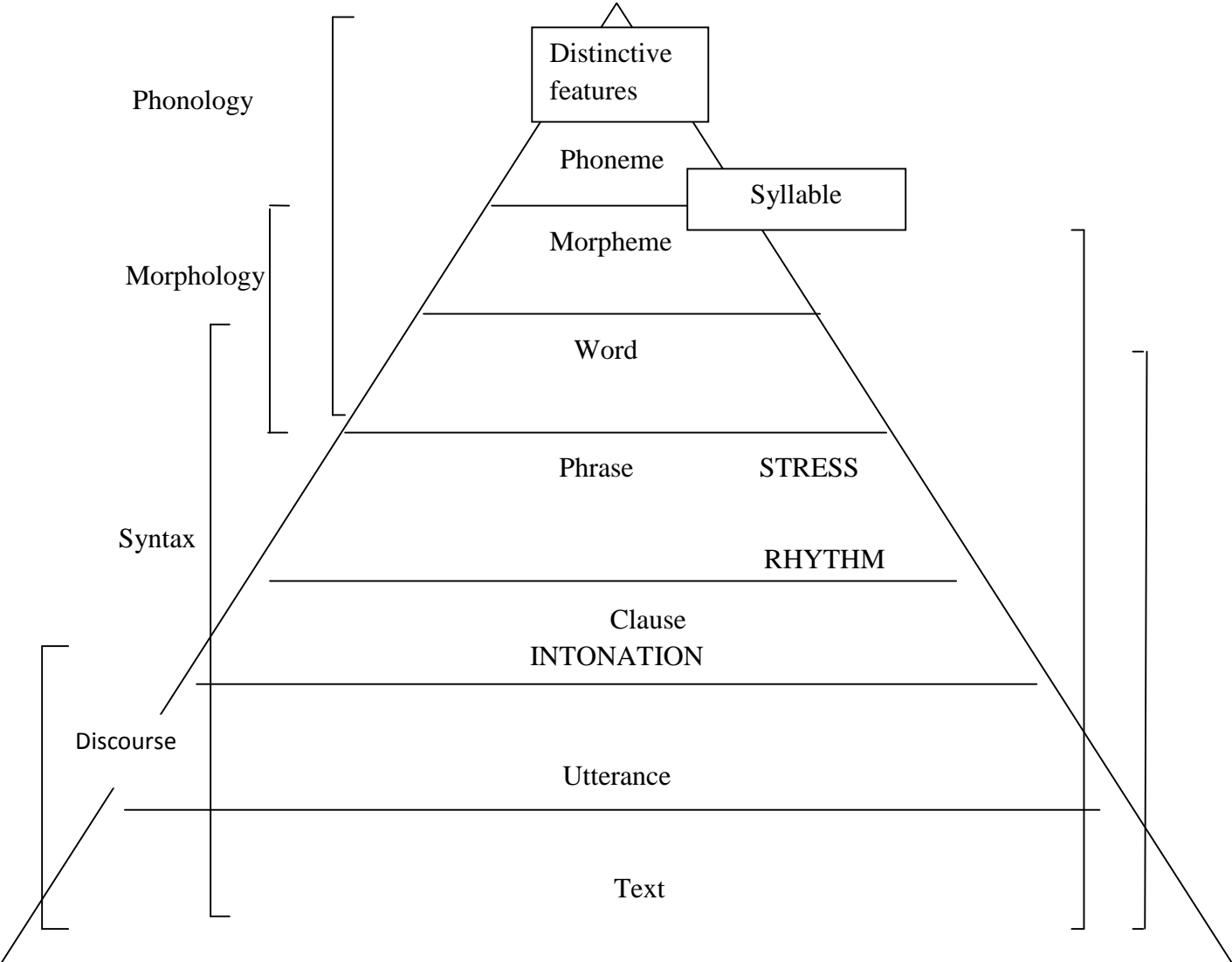
Figure 01: Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity

(Van, 1996, as cited in Baily, 2003, p.51).

33

8. Principles for Teaching Speaking

Teaching speaking needs the following principles, as it is a demanding skill by teachers of a second or a foreign language (Bailey, 2003).

8.1. Be Aware of the Differences between Second and Foreign Language Learning Context

Teaching speaking of the target language involves either teaching the oral skill of the foreign language, or teaching the speaking skill of the second language. To make the distinction, the foreign language is the language that is taught in the school rather than the mother tongue, but it is not spoken in the society by its members. It is a language that is foreign to the people, which reduces chances of learners to practice it once being outside the classroom, moreover; the classroom will be the only place to practice it. An example of a learner of French who suffered to pass the intermediate level, and then passed it and has been sent to Paris for a visit as a present to his success, but was shocked to find that people there do not use intermediate French, and do not even get it, is a good example to show that traveling to a country where people learn the target language is not necessary that they will understand their language, or even they will be understood by people who speak it natively. A second language is the one that is taught in schools and spoken in the society (ibid).

8.2. Give Students Practice with both Accuracy and Fluency

Saying what other people are saying once using the target language accordingly indicates the learners' accurate tongue, whereas; the production of a speech that is not full of hesitations, and that is with less pauses, and without reformulations, or repetition that causes a quick speech rate, and more trust to learners refers to the fluent tongue of learners. The importance of fluency and accuracy in speaking imposes on teachers to care about designing activities that help learners to practice at school in a younger age, besides giving much

34

importance to mistakes committed in the classroom as a part of acquiring the target language, instead of correcting them each time they mistaken, which inhibits the fluency development (ibid).

8.3. Provide Opportunities for Students to Talk by Using Group Work or Pair Work, and Limiting Teacher Talk

In order to help learners talk more in the language classroom, group work and pair work serve as two suitable activities where learners interact among each other, and use the language among them, which turns the role of the teacher to be only a counselor, and a guide, and reduces his participation in the lecture especially less than that of learners who do not talk much in comparison to teachers talk, which has been proved by statistics (ibid).

8.4. Plan Speaking Tasks that involve Negotiating for Meaning

As their name indicates, those activities make use of negotiation to find the intended meaning of what another speaker has said. The principle of those activities is that one student asks questions and the other one answers, and then; the former enquires if he has been got and the latter answers. This process of asking and answering provokes much talk during the lecture for the purpose to get the meaning, which increases the amount of practicing the speaking skill, which in turn helps in the speaking skill development (ibid).

8.5. Design Speaking Activities that involve Guidance and Practice in both Transactional and Interactional Speaking

Whatever the setting a person is put in, he needs to use the language for two purposes, either to interact with others for the purpose of social dealing, as having a conversation with someone in which both speakers talk about a certain subject in unexpected way, because speakers ask and answer on the time of speaking with no plan, which can be

also predictable with a less percentage; or to transmit oral messages for a need to fulfill, which is predictable like phone calls are planned before said (Nunan, 1991). Interactional and transactional are the names of these two speech samples respectively.

9. Components of Speaking

The organized race speakers use in their speaking, the speech produced that does not contain mistakes, and the promoted oral language refer to fluency, accuracy and complexity of the foreign language elements respectively, that are the ones which have been mentioned by researchers in applied linguistics, and they are symbolized by (CAF) (Vercellotti, 2012).

10. Fluency Definition

There is no universal accord about the apprehension of fluency (Chambers, 1997). In it, foreign language teachers have often agreed about the difficulty of fluency definition, and becoming fluent in a second language is one of the most difficult aspects of learning a second language (De Jong and Van Ginkel, 1992). The difficulty in achieving a definition lies in the fact that fluency encompasses many aspects of language. Realizing the difficulties involved in arriving at a precise definition of fluency (Derwing et al., 2004), but we are going to group some definitions.

Merriam Webster, in her online Dictionary has put that "the Latin word fluere, meaning 'to flow,' gives us the root word flu. Words from the Latin fluere have something to do with flowing," in the context of fluency we mean by flowing "The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication" (Richards and Schmidt, 2002, p. 107-108). It is also important to notice that a "fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, where learners do not get sufficient practice" (Lazaraton, 2001, p. 103). Brumfit has felt that fluency means, "To

be regarded as natural language use" (1984, p.56). Along the same line, Richards, Platt, and Weber have defined fluency as:

> The features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. (1985, p. 108).

In fluency, learners are supposed not to make pauses, instead speaking meaningfully and naturally, with no excessive repetition (Ellis and Sinclair, 1989). Whereas, the teacher's role is to correct the students' misunderstandings and guide them avoiding communication breakdowns (Richards, 2006).

Fillmore went on to define fluency in four variant manners. He identifies four abilities for the theory of speaking fluency:

> The ability to talk at length with few pauses, the ability to talk in coherent, reasoned, and 'semantically dense' sentences, the ability some people have to be creative and imaginative in language use, the ability to have appropriate things to say in a wide range of contexts (1979, p. 93).

First, he posits that a fluent speaker is the one who has the capacity to both speak in a short time, i.e. he does not take long time to address his spoken message to the audience; and the ability to talk with not many breaks and stops, and rather who has the ability to load time with speech. Second, he adds that fluency is not only the ability of discoursing eliminating pauses, but of uttering speakers' message in a smooth style with lot of sentences, which is achieved by having in mind lot of rules of semantics and syntax. Third, fluency is the origination and inventiveness in speakers' talk. Finally, he mentioned that interlocutors are said to be fluent if they are conscious about what to utter in numerous different situations, and a maximally fluent speaker has all of the above mentioned abilities. Fillmore's definition of

fluency is very extensive, but it is unclear how this conceptualization differs from the definition of global oral proficiency.

Hartmann and Stork have suggested that:

> A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed. (1976, p. 86).

Fluency is a speech pattern, which flows in a rhythmic, smooth manner. Dysfluencies are disruptions or breaks in the smooth flow of speech. Even speakers who are normally fluent experience dysfluencies. A speaker is disffluent when intentionally repeating a word or phrase, for getting a word mid utterance or interjecting too many "uhs" or "OKs" during speech. It is the foreign second language teachers responsibility to differentiate between normal dysfluencies and a fluency disorder (Shipley and M cAfee, 1998). To explain more Sajavaara puts that:

> Learning to speak fluently does not always imply an uninterrupted flow of speech that is sequentially and grammatically irreproachable. The "good" speaker "knows" how to hesitate, how to be silent, how to self-correct, how to interrupt, and how to complete expressions or leave them unfinished (1987, p.62).

In this quote, fluency does not refer to a talk that never is cut, but fluent learners can stop from time to time but intelligently.

11. Fluency and Accuracy Distinction

Fluency and accuracy distinction starts before the audio-lingual methods, which comes to correct everything, its origins extends to the 1980's when things altered with the coming of communicative language teaching. In this respect Scrivener has stated that:

> Accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. (2005, p.160-162).

According to this quote, the distinction of fluency and accuracy is therefore clear. In it, accuracy refers to the speaker's capacity to speak with simple mistakes with the conditional teachers corrections, whereas, fluency is referred to the absence of pauses, and hesitations phenomenon, besides; mistakes are tolerated by teachers. Brumfit also commented that:

> Extensive reading is aimed at fluency but much intensive reading work is aimed at accuracy; free and situational writing exercises are aimed at fluency but all controlled and much guided writing is aimed at accuracy; listening exercises are aimed at accuracy but casual listening in the classroom has a major role as a fluency activity (1984, p.53).

Although this quote distinguishes between fluency and accuracy as two different elements of speaking, we notice that "the distinction is not absolutely tidy" (ibid, p. 52), which means there are some connections between them.

12. Fluency versus Proficiency

The term fluency and proficiency in second language speaking are referred to as one term (Chambers, 1997; Kormos and Dénes, 2004). Another opinion, about the same topic, which is in the same direction with these previous writers concerning the relation between fluency and proficiency, stated that proficiency in speaking is fluency globally, which really reflects the notion of fluency we have in mind that fluency and proficiency are the same term (Tavakoli, 2011). Another definition of fluency entails that a person who is fluent is proficient when we inquired about his level in the speaking skill (Kormos and Dénes, 2004). The person if owns a great knowledge about the language is described as fluent, and a person who is fluent in its turn is considered a native speaker (Chambers, 1997). The definition of fluency stated by Fillmore (1979) did not distinguish between fluency and proficiency in oral language, though it is dense. In it, fluency is referred to all these terms in combination, which are to speak with no breaks and with less time, no slips, and with giving lot of details about the topic talked around (Tavakoli, 2011). Many researchers on one hand, refer to a speaker as fluent if he speaks quickly, and the one who talks straightly with no breaks, and does not make stops, as he does not retell, or sets right his speech again, whereas; for others, on the other hand, correctness and exactness in speaking, the suitability, and the ability to use the language as the society agrees represent the term fluency in the oral skill (Segalowitz, 2010). So, the term fluency is unclear in its definition, and researchers differ in the meaning they yield to fluency, and because researchers did not agree about one definition of fluency over many years, this is the push to find a one definition of fluency that is suitable (Chambers, 1997; De Bot, 1992; Freed, 2000).

13. Types of Fluency

Perceived fluency, utterance fluency and cognitive fluency are the kinds of fluency that have been proposed. Characteristics of speaking production show the brain's operations

through which the oral skill is produced from the belief which is accountable for speaking (Segalowitz, 2010).

Fluency definition has been given variant descriptions according to different experts' views. In it, two opinions about fluency are gathered, those views include two meanings, a large and a restricted one, quick speech is the restricted meaning, and skillfulness of speaking in general represents the large meaning about fluency definitions, whereas; fluency, also, has been yielded many other meanings, some that present it as only large meaning and others that present it as only the restricted one (Tavakoli, 2011). These variant fluency definitions show the convolution occurrence of fluency in the opinions of many analyzers.

13.1. Perceived Fluency

Fluency term evaluators are the ones who determine perceived fluency (Rossiter, 2009), which is prejudice, because the results will not be the same in the assessment of fluency for assessors. Fluency of interlocutors real meaning is not sure the cause behind the evaluations attendees yield about interlocutors' fluency speech (De Jong et al., 2012). The secret behind these different results lies in that those assessors depend on two different criteria, namely; either on their knowledge to tell if speakers are fluent or not (Cucchiarini et al., 2002; Kormos and Dénes, 2004); or on the rules that the assessors follow to say if the speech is fluent, among these guidelines pauses, repetitions and false starts as those indicators (Derwing, Rossiter, Munro, and Thomson, 2004). Those assessors are particularly attendees of L2 speakers' speech, which means that hearers of interlocutors' oral skill are the interpreters' way of assessment, which is the criterion perceived fluency is decided upon (De Jong et al., 2012).

13.2. Cognitive Fluency

As its name indicates, this kind of fluency depends on the cognitive side of learners. In other words, it represents the cognitive operations that work to produce speech from the ideas of speakers. This means that they have to smoothly put into practice the syntactical, phonological, and morphological linguistic competence among other learners to be sufficient to succeed in language learning, because words, phrases, and sentences that are easily reached, and which represent the cognitive operation connected to the productive, and receptive language are the cause behind smooth talking as posited by Broughton et al. in this context, that:

> "In the process of spoken communication, the speaker comes up with a thought and transforms it into language; the listener recognizes and identifies the sequences of voices from the speaker; as a result of which the listener comprehends the thought " (1980, p.75).

In this respect, Social and physical circumstances that control the performance ability, the speaking and the writing production which are the result of quick understanding, the absence of pauses, and hesitation on interlocutors' performance, and speed that is suitable of readers and interlocutors is the definition that has been given to fluency. Two sides of cognitive fluency are explained to better understand it; namely access fluidity in which the manipulation of the entry is resembled by a path with two sides the beginning of the way which is the first side, and the end of the way represents the other side, the path to reach the end starting by the beginning point is thought maybe genetically transferred to people, yet it can be, by some obstacles, retarded and this causes a delay in the process of moving from side one to side two. This feature of cognitive fluency exists and characterizes the four language skills, because it links the words sense with the vocabularies they belong to. The operation s easiness, the continuous operation, the procedure steadiness, and also the operation speed are

other names that are given to access fluidity. However, attention control is the second side of cognitive fluency in which researchers of fluency investigation must give interest to this type of fluency and to maintaining and altering awareness capacity for oral fluency aim. Sentences constitute of variant characteristics of grammar, with words of different roles, and formed dissimilarly since variant sense is imbedded in the following example of two sentences which are "*the man stood under a window,* and *there was a window right above where the man was standing*" although a similar view is reported in them. Thus, in the process of speaking, the speaker of the oral text is concentrating twice immediately which is known as attention control operation (Segalowitz, 2007).

The importance of cognitive abilities lies in a mutual contribution to the speaking process from one side, and the cognitive capacitates from another side, in that both sides help in the understanding and earning of the other side. Thus, teachers and learners of the foreign language fluency must focus on the elements of foreign language cognitive capacities, form which attention control and access fluidity are two capacities (Segalowitz, 2007).

13.3. Utterance Fluency

Fluency assessment shows that mean length of run (MLR) is well interpreted in terms of calculating the average of syllables between pauses of .25 seconds or above (Towell et al., 1996), MLR is found to be the detector of fluency in comparison to pauses quantity, or their utterance speed among French language learners in foreign lands (Cucchiarini, Strik, and Boves, 2000). Many researchers like (Kormos and Dénes, 2004; Towell et al., 1996) have stated that calculating the average number of syllables between pauses of .25 seconds, or above, is the way mean length of run is computed. It is worth noticing also that the mean length of utterance is the other terminology that is used to name it.

First, it is important to notice that a pause that reflects a non-fluent speaker is that which comes between clauses or semantic unites; whereas at the end of a sentence, a pause is considered acceptable for a fluent speech since it is in its place (Chambers, 2011), to explain more, the place of speakers' performance of pauses is what matters rather than their frequency of occurrence (Tavakoli, 2011). Thus, a speaker of a foreign second language is said not to be fluent when he makes pauses while talking, even the fact that his mother tongue language is not free from them once it is produced. Second, it is also very crucial to mention that some researchers agree about the fact that a silent period of time can be considered a pause, if it is around 100 milliseconds, in contrast to others who think it must be around 400 milliseconds to be considered so. So far, the right time for a pause is not decided yet (Towell et al., 1996).

Pauses are said to have two distinct types, namely silent ones, which are filled by silences, and the filled pauses, which are filled by lexical or non-lexical fillers. Thus, through what has been said, fluency is also detected by pauses, which means they are part of it (Chambers, 1997).

Speech rate is the oral production speed, and it is shown as De Jong et al. put by "the number of syllables divided by total time" (2012, p. 912). Many researchers as De Jong and Wempe, (2009), Kormos and Dénes, (2004) agree that perceived fluency is better identified by the notion of speech rate, which is generalised to apply in other fields also, as in speech and language pathology and in automatic speech recognition systems development, and it is not only restricted to the studies of learning a foreign second language. Speaking rate is also the other terminology given to the term speech rate (Towell, Hawkins and Bazergui, 1996).

Thus, perceived fluency is well assessed by three temporal variables, which are speech rate, number of pauses, and mean length of run as well to the ability of speaking production in general, and fluency competence in particular.

The evaluation of a skill refers to the kind of description that is given to it when reacting toward it, which can be either qualitative or quantitative. With more details, the way esteeming a skill and the description given to any one on the time of delivering the action, accordingly, refer to these reactions. To make it clearer, an example of a fluent speaker is suitable for the description of quantitative perspective which is the rate of speech and of the silent pauses and hesitations number and space of occurrence in his speech, whereas the adjectives like 'smoothness' or 'ease' can be used as the qualitative perspective to describe this fluent speaker. Thus, the assessment of oral language fluency is as important as its performance, in which the latter relies on fundamental procedures of cognition according to neurologists and psycholinguistics, whereas the former depends on the time elements which are easy to evaluate. (Tavakoli and Skehan, 2005).

14. Quantitative Studies of Foreign Language Fluency

Lennon (1990) has investigated fluency indices, which are likely to change with time. Researches about fluency, that have come later, have to give importance to this element. The number of elements that best represent fluency is supported by another one which is intricate in comparison to the others, which is the fluency of foreign language speech possible indices that most represent it, and that it is hoped to be given by teachers who are evaluators of fluency. The meaning given to the notion fluency is sensible, in that accuracy has no association with it, and speech, which is fast and easily said, represents indices of time of fluency. An element from those indices that distort fluency, and which is considered as another part that represents time indices, are the both parts that represent the essence to the term fluency. The recorded speech of learners was offered to the tutors who are nine, and who are chosen to give their opinions, after they receive what is fluency notion. Learners' elicitations will unavoidably be matchless in terms of equality, and the oral elicitations will be unsteady as themes they choose will be different if learners are asked to answer in another

task as a dialogue, or as a discussion. The elicitations of the sample, by describing images, will be alike, as the same image must be given to everybody, which is one another benefit of using this method. This instrument is the just selection, because it fits in the study of fluency which is a functional element under examination. In the foreign oral skill, besides the integration of other components that need cooperation, other skills join the speaking skill in a tight way realistically. Speaking will be clearly distinguished from other skills, which gives the learners oral fluency research more motivation, because the task of conversation about a topic, and the task of little talk yielded by learners are avoided, and rather the story recite task is preferred. The examination of the recorded oral instances and the quantity of learners will be reduced realistically, because the fluency possible many numbers of indices are given a great focus as a primary step .So, those many causes are behind the functionality of this investment (Lennon, 1990).

Words per minute (unpruned), words per minute (pruned), repetitions per T-unit, self-corrections per T-unit, filled pauses per T-unit, percentage of repeated and self-corrected words, unfilled pause time as percentage of total delivery time, filled pause time as percentage of total delivery time, mean length of speech "runs" between pauses, percentage of T-units followed by pauses (filled and unfilled), percentage of pause time at T-unit boundaries (filled and unfilled), mean pause time at T-unit boundaries (filled and unfilled) are the elements that have been investigated, and in the learners speech registrations, they are offered to be computed by nine native teachers as a jury whose mother tongue is English. Those registrations are the description of six sequences of drawing to form a recapitulation by four females from Germany in their target language, whose speeches are registered twice in the first and the last days of Lennon trip in England, where his sample lived for six months (ibid.).

Valuable facts are presented in the investigation conducted by Lennon (1990). The elements of fluency that can be developed elsewhere rather than fluency markers are what characterize his study aim. Indices that represent non fluent speech, learners speech own rectification, stops while speaking and fast speech elements are all studied by Lennon which makes his study more extensive in comparison with other researchers studies, because fluency temporal indices of speaking have been studied by many researchers in the last fifteen years (ibid).

15. Developing Speaking Fluency

Ur has stated that "Classroom activities that develop learners' ability to express themselves through speech would, therefore, seem an important component of language course" (1996, p. 120). Speaking activities may not be clear enough to distinguish between the aim behind them, whether they are about the fluency or about the accuracy skill, especially that the same activities may be used for teaching both skills. Activities to improve fluency are important to enhance learners' level of fluency because they enable them to get involved to enough practice. Based on this principal, some activities that help in increasing learner's fluency Gatbonton and Segalowitz, (1988), Maurice, (1983) are the following:

15.1. Incorporating Repetition

In this activity, the student does not require the mere repetition from the teacher, or from his colleagues; instead the incorporating repetition activity allows the student to use the language many times which is a term of practice.

15.2. Increasing the Amount of Speaking Time

Most students when asked about what they need more in the speaking lesson, they mostly all agree about the insufficient time to talk. University students of E.F.L spend only 90 minutes per a whole week for speaking English. This amount of speaking time decreases in another module rather than the speaking one, and decreases more out of the classroom. To help learners have more practice, tutors better allow group work in big or small groups, allow free discussions among students, and motivate them to use English even outside the classroom for more practice, and thus for a better level (ibid.).

15.3. Allowing Time to Prepare before Speaking

Informing students to prepare their lessons before they come to the class is a good way, for them, to speak fluently. Planning what to say in a written way before saying it helps learners talk in an organized meaningful way, which helps the listener to follow the speaker. Some forms of preparing before talking are to take notes at home about a certain topic, writing some answers before the interlocutor is asked to prepare himself for the activity, or writing questions to ask them before learners say them (Foster and Skehan, 1996).

15.4. Using Familiar and Motivating Topics

Students discuss lot of topics that they are familiar with, topics which they have more information about, or they like more. It is common that students will not get themselves involved in topics which they hate, or which they do not have enough information about, because they consider them boring, and far from their knowledge, and their age. This makes them inhibited to talk, which automatically decreases their speaking fluency level. To motivate them to speak, a current topic will be of interest, or topics like friends, family, and life will serve the purpose (ibid.).

15.5.   Ensuring Appropriate Language Level

Language is best produced fluent by the students if it is already used; the language of the topics learners encounter must be of the same level they maintain, or under their level to have the ability to control it. One way that is considered a best way for learners to practise in their level is to review them at the end of the lecture because it allows repeating learning (Nation, 1995).

15.6.   Setting Time Limits

As the title indicates, setting time limits is directed to activities that include conversation aids for learners to speak quickly, which means to decrease automatically the number of pauses, since they are limited with time. The wiser method to control time is to set a timer, then to inform the students to finish before the timer stops (ibid.).

15.7. Teaching Formulaic Sequences

Using formulaic sequences will increase fluency in learners' speech. Using formulaic sequences while speaking represents the best way to master the language orally. Amongst the strategies used to enrich the speech with these sequences to better enhance fluency is the use of some everyday classroom expressions like (can you repeat that? And what does … mean), or expressions of agreement and disagreement like (I agree because, I see your point, but), or giving opinions' expressions like (In my opinion, I think). The students' utilization of these expressions will lead them employ an already used language, and this use leads to surely produce a fluent language (Wood, 2007).

Conclusion

This chapter is an endeavor to clarify many sides of the speaking fluency, starting with speaking as a skill, in general, and then going precisely to fluency which is one of its core elements. This chapter gives an insight on what is fluency; it presents its notion according to different researchers' views, its types, its relation with accuracy and proficiency, and how to develop it, which represents the first variable. Moving now in the second theoretical chapter to the other two variables which are the notion of risk- taking and anxiety.

Chapter Two: Personality and Speaking Fluency

Introduction

Psychology is a wide discipline that contains many directions, and personality is one of the main issues. The study of psychology focuses on the personality of individuals. It enables people to know who they are, in other words which sort of personality they develop. In this chapter, we are going to talk, in some details, about individuals personality and affective factors in relation to learning a foreign language. Further, we will concentrate on two main affective factors, namely risk- taking and anxiety in relation to the EFL learning, in general and their relation to the speaking skill, in particular. Mentioning many aspects of these two variables is also present in this chapter, together with defining both concepts, their types, and their relation with other affective factors.

1.   Definition of Personality

First we have to note that personality is very crucial as Singer and Singer stated: "the study of human personality is at once the most exciting and the most baffling and frustrating area in psychology" (1972, p. 375), it is the general term that covers all the parts of psychology, according to experts in the domain (Boeree, 2006) because personality plays a vital role in the individuals' life, Allport has explained the importance of personality stating that:

> Personality is a dynamic organisation, inside the person, of psychophysical systems that creates the person s characteristics patterns of behaviour, thoughts and feelings (1937, p. 5).

According to Eysenck the term personality comes from the Latin word persona, which means "mask", the persona is the face you adopt to show to the others (1967).

Funder has quoted that personality is the "thought, emotion, and behavior, together with the psychological mechanisms, hidden or not" (2007, p. 5). A common point of agreement is that no two individuals are absolutely identical. Thus, personality consists of characteristics that make a person unique (Wright & Taylor, 1970).

2. Personality and Foreign Language Learning

Factors that stand as obstacles or as helpful factors in learning a foreign language have been long investigated by many researchers (Benson and Gao, 2008). Fillmore also provides support for this claim and states that "while some individuals acquire languages after the first year with ease, and they manage to achieve a degree of mastery over the new language, others find it difficult to learn later languages" (1979, p. 204). Personality appears to be one of these obstacles for learning a foreign language depends on learners' personality, motivation, aptitude, learning style, and age distinction (Ellis, 1990). Thus, the relation between personality and learning is so strong that a big part of language learning depends on learners' types of personality. Ellis has stated that "a relationship between personality and communicative skills seems more intuitively feasible than the one between personality and pure linguistic." (1999, p. 123).

3. Categories of Second Language Learning Strategies

For the definition of language learning strategies, Wenden stated that "Learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so" (1998, p. 18). They are, also, as Scarcella and Oxford have stated them:

specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning (1992, p. 63).

Learning in the second language is classified into six principal strategies, (Oxford, 1990), they are:

3.1. Cognitive Strategies

Many researchers emphasize the powerful impact of cognitive strategies on language learning. Among which Kato who has claimed that there is a high correlation between foreign language learning, in general and cognitive strategies (Oxford, 1996). English as a foreign language learning, in particular is also positively correlated with cognitive strategies because those strategies involve some techniques like reasoning, analysis, note-taking, summarizing, synthesizing, outlining, growing powerful schemas through information rearrangement, providing situations to train in real life. Beside that structures and sounds are worked out in a formal setting. So, those techniques are used by students to control the language (Ku, 1995; Oxford, Judd, and Giesen, 1998; Park 1994).

3.2. Metacognitive Strategies

Purpura has stated that metacognitive strategies are profoundly related to cognitive ones' employment, saying that they have "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (1999, p. 61). The importance of these strategies is presented in the operation of language acquisition organization, in that they permit learners to recognize their learning styles which are considered very important in simplifying learning, and to recognize what they exactly need to learn. Besides, learners employ them in designing their tasks for learning, and in how to collect and arrange the

language. Language errors are also managed by learners through the use of these strategies; furthermore, learners assess their failure and success percentage due to metacognitive strategies (ibid).

3.3. Memory-related Strategies

Studies have shown a paradox in the results that memory related strategies may yield. The effects can be positive and can be, also, negative for language learning. On the one hand, a study conducted by Kato (1996) shows that a task of numerous Kanji characters rehearsed is positively correlated with memory related categories. Another study shows an identical correlation for learners of a foreign language who are native speakers of English (Oxford and Ehrman, 1995). In contrary, some other studies as that of Purpura (1997) show different results to those strategies, to notice; in the activity he used in his study. Learners' vocabulary number is numerous which can be the excuse for the failure of learners result in that activities employment. Those strategies are better useful for learners in a younger age which is not the case in this activity because learners did not score well in grammar and vocabulary tasks once they used those strategies. The principle of those strategies is that two components are coupled together in a second language, and it is worth noticing that comprehension is not the issue of those activities, and as their name indicate they allow organize memorizing and acquiring the language components.

3.4. Compensatory Strategies

When students need to make reparation of some shortness which they may face in language skills, compensatory strategies are their solution concerning all the four skills. In particular, if students do not understand a word while listening or reading, the compensatory strategy they use is to try to understand its meaning by inferring the meaning of words from the framework they are put in, and if they encounter the same problem in speaking and writing, the compensatory strategy they use is to find the meaning of the ambiguous word by

giving its equivalent word that has the same meaning, or by body movement used by learners which is another type of those strategies used in speaking and writing, besides making use of silence and stops from time to time to think of the word. Although language learning is highly positively affected by the use of the compensatory strategies, a paradox of opinions still exists between researchers in classifying compensatory strategies for speaking and writing (Oxford and Ehrman, 1995).

3.5. Affective Strategies

Affective factors are said to be external to the learners (Ellis, 1999). According to some researches, affective strategies are very important in language improvement, they are about learners of a foreign language from South Africa and for foreign language learners who are native speakers of English, respectively, Dreyer and Oxford, (1996), and Oxford and Ehrman, (1995). These studies are not the only researches done in this context, another line in the context of affective strategies investment is found in the study of Mullins (1992) who finds that the relation between affective factors and Thai second language learners' success is not positively correlated. Learners' employment of other strategies as cognitive, metacognitive and memory related strategies use is considered sufficient by the learners, which is a possible explanation for neglecting the affective strategies. Affective strategies are presented in learners emotions toward language learning like anxiety.

3.6. Social Strategies

In terms of their role in learning a foreign language, social strategies are proved to have a strong impression on learning. Researches have ensured that ideology, like that of Dreyer and Oxford (1996) who have investigated the effects of social strategies on learners of English who are from South Africa. Another research conducted by Oxford and Ehrman (1995) that is on learners of a foreign language who are native speakers of English, pointed

out that cultivation and parlance are learnt and got through the use of these strategies. Additionally, learning to cooperate with others is a result of the implementation of social strategies. Social strategies are used in the form of receiving confirmation on a certain item by enquiring about it, or in the form of obtaining illuminations through questioning as well, as in exchanging native language with native speakers, and in the criterion of society and of cultivation which is studied through the use of those social strategies. These strategies are external to the learner (Ellis, 1999).

4. Affective Domain

4.1. Definition of Affective Domain

There can be no doubt, today, about the importance of affect for learning. The Affective field is given a great importance in learning in comparison with other domains, for example the cognitive domain works under the power of the affective domain (Chastain, 1981). This means that the affective side of individuals is more important than the cognitive one. If we are looking for a golden rule for language learning, one possible solution would be Stevick's statement about how success in this process could depend "less on materials, techniques and linguistic analysis and more on what goes on inside and between the people in the classroom". (1980, p. 4). This quoted phrase has been used to organize the area of affect in language learning.

For a deeper understanding of how learning takes place, it is necessary to examine the fundamental psychological variables of human behaviour (Lever- Duffy and McDonald, 2008). In the process of language learning, the effect of psychological variables has been confirmed by a large body of researches for many years, Rodríguez, Plax and Kearney have explained, "affect is by definition, an intrinsic motivator. Positive affect sustains involvement and deepens interest in the subject matter" (1996, p. 297). Popham also has said that "The

affective status of students lets us see how students are predisposed to behave subsequently." (2011, p. 233). So, affect can lead to more effective learning and, in fact, may be essential for learning to occur. Affective factors are emotional factors which influence learning. They can have negative or positive effects.

4.2. Affective Factors

No one can deny the importance of affective variables in learning. They affect learning either negatively or positively. According to Ellis:

> Learners' affective factors are obviously of crucial importance in accounting for individual differences in learning outcomes. Whereas learners beliefs about language learning are likely to be fairly stable, their affective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by day and even moment-by-moment basis. (1994, p. 483)

Arnold gives out reasons to explain the importance of affective factors, "attention to affective aspects can lead to more effective language learning". (2000, p. 2). In this study we are going to mention only two aspects in the affective factors namely risk- taking and anxiety, because they have a great influence on learning, in general.

4.2.1. Risk-taking

4.2.1.1. Definition of Risk- taking

The literature review of risk-taking behaviour appeared in the literature of psychology in 1960s (Kogan and Wallach, 1967), and 1970s; (Bem, 1971), and later in 1980 it appeared in the literature of linguistics and English as a Second Language (ESL) (Beebe, 1983; Ely, 1986). In this context Cervantes states that:

"Since there have been many different approaches to the term risk taking, the attempts to define it and its educational rationale have varied so much that research on learner differences has not come to a unified explanation of the term yet" (2013, p. 424).

Some researchers have given their opinions toward the notion of risk- raking, among which, the definition in the dictionary of Language Teaching and Applied Linguistics by (Richards, Platt and Platt) for which it is "a personality factor which concerns the degree to which a person is willing to undertake actions that involve a significant degree of risk" (1992, p. 317).

A student is said to be a risk- taker if he always participates in the classroom, even if he is not sure about the answer, or when he might have undesirable outcomes. Seliger puts:

you take a risk every time you open your mouth in a foreign language, or for that matter in any learning situation where you are called on to perform, without realizing it, even the most conservative individual takes risks (1983, p. 39).

So, learners may be wrong but, also, they will have an experience behind that participation which will lead to a better enhancement in their level from the mistakes they make, and the correction they receive. This puts learners in a better situation than students who keep being shy, and, consequently, cannot even know the points where they are weak. For the purpose to correct the wrong information they may have in their minds, because they allow their psychological stability to be affected negatively according to their feelings of fear to appear foolish, or laughed at by their mates. Stern has observed that:

The learner who is capable of accepting with tolerance and patience the frustrations of ambiguity that second language learning inevitably involves is emotionally in a better position to cope with them in a problem-solving frame of mind than a student who feels frustrated or angry in ambiguous situations. (1983).

As that, a risk- taker student is a talkative student who talks a lot in the classroom without the fear to make mistakes i.e. that students are not brave to think that they will not make mistakes, but that they accept making mistakes, and what may come with those faults, like their peers laughter or appearing foolish. So, this venture will lead them to more participation, to more interaction with the teacher, to more experiences, and, consequently, to more knowledge. Risk -taker learners are those who are willing to risk with what will happen in the classroom to learn. They are aware that if they make mistakes they are not perfect; yet, those mistakes teach them how to be better through the teacher s corrections which means that language class risk-taking involves a tolerance of possible incorrectness while using the language (Ely, 1986). Thus, risk- taking is a "developmental trait that consists of moving toward something without thinking of the consequences" (Alshalabi, 2003, p. 22). Since it is an important characteristic of successful learning of a foreign second language, "learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong" (Brown, 1994, p.140).

It is, concluded, then, that one of the most universal characteristics of successful people in any field is the willingness to take risks and to fail. This is especially true with English. If learners are to be successful, they have to find opportunities to open their mouth, and start making mistakes. However, the problem is that this risk-taking is one of the most difficult things for people in learning English to be adopted.

Brown has suggested the solution for learners to be risk- takers by explaining that:

> The key to risk-taking as a peak performance strategy is not simply in taking the risks. It is in learning from your 'failures'. When you risk a new technique in the classroom, try a new approach to a difficult student, or make a frank comment to a supervisor, you must be willing to accept possible 'failure' in your attempt. Then, you assess all the facets of that failure and turn it into an experience that teaches you something about how to calculate the next risk. (2001, p. 428)

Risk-taking is not only one of the dimensions of individual differences (IDs), but also, it is one of the important parts in second language learning process; moreover, it is a language learning strategy for good language learners who are willing to take risks (Gass and Selinker, 2000).

4.2.1.2. Risk -taking and other Personality Factors

Affective factors complement each other, though in an intricate relationship but still they are related. However, personality affective factors have received an insufficient investigation on how they relate to each other (Gardner, Tremblay, and Masgoret, 1997).

4.2.1.2.1. Risk- taking and Extroversion Introversion

Extravert individuals are symbolized by being risk takers also (Ortega, 2009). When extrovert learners are brave to participate, their language is not cared if accurate or not, when they take risks. In addition, the classroom cooperation is high when learners are extroverts (Hurd, 2002). This indicates that risk- taking and extroversion are related to each other positively, they help learners to enjoy language participation (Zafar and Meemakshi, 2012).

4.2.2. Anxiety

4.2.2.1. Definition of Anxiety

An extensive body of language is necessary to define the term anxiety (Brown, 2007). Scovel defines anxiety as "a state of apprehension, a vague fear that is only indirectly associated with an object." (1978, p.134). Spielberger, in the same context defines anxiety in a broader sense as "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system." (1983, p. 1). Horwitz, Horwitz, and Cope have stated that anxiety is "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process." (1986, p. 128). This means that Individuals learning is affected by anxiety among the other elements (Arnold, 2000).

Mussen et al have another way to define anxiety. They state that anxiety: "is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results. " (1974, p. 387).

So, anxiety can, also, be positive for individuals because they consider it as push to overcome any problem they may encounter because they feel   afraid of not succeeding in doing some tasks, and avoiding the negative results of failure. They work hard to succeed. .

4.2.2.2. Types of Anxiety

Types of anxiety can be summarised in three types, namely; the trait anxiety, the state anxiety, and the situational anxiety. These types of anxiety are correlated in a way or another with language acquisition (MacIntyre, Gardner, and Moorcroft, 1987).

4.2.2.2.1. Trait Anxiety

According to Morris et al. : "trait anxiety refers to a personality variable of anxiety proneness, the tendency to experience state anxiety in a variety of situations." (1981, p. 543), which means that when a person is anxious in more than one situation. This kind of anxieties is called trait anxiety; it does not last for a long time (Brown, 1994).

4.2.2.2.2. State Anxiety

Morris et al. have written about state anxiety saying that: "state anxiety refers to transitory experiences of tension, apprehension, and activation of the automatic nervous system in certain situations." (1981, p. 543). This means that state anxiety is experienced by individuals as their characteristic. It is fixed in them in some contexts.

4.2.2.2.3. Situational Anxiety

MacIntyre and Gardner have defined situational anxiety as: "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient." (1994, p. 5). Here, situational anxiety is not a characteristic of the individuals, but it is adopted by learners in certain situations, as for example in the language acquisition context.

4.2.2.2.4. Facilitating/ Debilitating Anxieties

Facilitating and debilitating anxieties are the two other types of anxiety, and the existence of these both kinds of anxieties in the same person is possible (Alpert and Haber, 1960). Scovel (1978) stated that:

> Facilitating anxiety motivates to "fight" the new learning task; it gears the learner emotionally for approach behavior. Debilitating anxiety in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour. , as cited in Bailey (1983, p. 69).

From this definition, it is clear that facilitating anxiety as its name indicates makes learning easy, whereas debilitating anxiety hinders learning.

4.2.2.3. Anxiety and other Personality Factors

4.2.2.3.1. Anxiety and Self- esteem

According to Schmitt and Allik "higher levels of self-esteem are almost always associated with lower levels of anxiety." (2005, P. 637). Although anxiety and self-esteem are highly negatively correlated, the causal relationship between these two variables remains unclear. Some say that anxiety is a mechanism that alerts an individual to problems with the self-system and the need to maintain self-esteem (Epstein, 1973; Leary and Downs, 1995). Others argue in favour of a reciprocal relationship between anxiety and self-esteem (Coopersmith, 1967; Horney, 1950).

5. Affective Factors and Foreign Language Learning

For the relation that may gather affective factors with foreign language learning, the personality side of students is given a great importance in the academic context (Erton, 2010). In the same context, the approaches used by teachers are less important than the students' personalities in the process of learning (Yule and Macdonald, 1994). Thus, problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes. Those problems may be summarized in Ur quote:

"• Inhibition – fear of making mistakes, losing face, criticism; shyness;

• Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;

• Low or uneven participation – often caused by the tendency of some learners to dominate in the group;

• Mother- tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language. " (1995, p. 121).

5.1. Risk -taking and Language Learning

Through the aforementioned titles, we notice that risk- taking is not only the third affective area in personality factors but also one of the important parts in learning a second or a foreign language because of the learners strong intention of achieving success.

Many researches have been carried out in the area of risk -taking and foreign language learning, examples of acquiring languages and their relation to the affective factor risk-taking are tremendous. Among these studies, Woodward has asserted that "with a forgiving atmosphere though and plenty of risk-taking, most students can help each other towards the same shared understanding." (2001, p. 112). If there is a language case that needs training or language plays and risk- taking should be there, and if the dilemma of language goes up each time the marks awarded to the learners also goes up, then the most intricate topics are selected by learners (Majidifarda, Shomoossib and Ghourchaeic, 2014). So, the consequences of giving non correct answers and altering some additional information have to be desired by students to be checked out by them. To acquire the foreign language, it is very beneficial for students to adopt risk- taking in their personalities (Richards, Platt and Platt, 1992, p.317). In the same line, McDonough and Shaw have stated that:

> Success is thought to be based on such factors as checking one's performance in a language, being willing to guess and to 'take risks' with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies, and many others. (2003, p. 56).

The fear of mistakes committed may be an obstacle for learners to take risks in the language classroom. It is often supposed that students with high risk- taking are those students who are more willing to communicate and who always try new knowledge.

5.2. Approaches to Language Teaching and the Presence of Risk- taking

The approaches that will be mentioned are the grammar translation method, the direct method, the audio-lingual method, the natural approach, and the communicative approach. Through the definitions and what has been mentioned earlier, we can deduce that risk- taking is an important factor in learning, which is the reason why this section will investigate its relation with the approaches to language teaching, whether it has been present or neglected in teaching (Naili, 2014).

5.2.1. The Grammar Translation Method

In this method, to learn the foreign language means learning the structures of grammar of this language. There are two elements that learners are supposed to learn in this approach, namely grammar and lexis. The composition of the GTM plan is that having the capacity for reading the foreign language literature is the crucial purpose of apprentice. Second, acquiring a language means being able to write and read it. Third, that translating words in the target language serves as the main teaching approach to clear words, lexis. Four sentences are also translated for better learning either from the target language to the mother tongue or vice versa. Five, since examinations to assess learners' level are the end point in the academic life, students must learn how to be accurate and focus on learning accuracy. Six, deductive teaching of grammar rules is followed in this method, so learners deduce grammar rules and they are not taught them inductively. The last element of this method is that the teaching / learning process can include the use of the mother tongue to help learning. The essence of this method is writing and reading learning, and is neither speaking nor

communication in general. Risk- taking seems not to have a place in the grammar translation method, or even to be encouraged because learning does not include speaking, where learners show the risk- taking factor (Richards and Rodgers, 1986, as cited in Naili, 2014).

5.2.2. The Direct Method

The DM is created as a compensation way to the grammar translation method, because of the increase need of speaking. The direct method differs from the GTM in their principles, because it focuses on teaching learners the language as it is used. Teaching the language as it is used is best presented by oral skills. The principles of this approach are that the target language is the only language that is used to teach, and the mother tongue has no place in here like in the GTM. Teachers, also, teach vocabulary and sentences in a limited way, in other words; only the everyday used vocabulary and sentences are tutored but not all of them (Richards and Rogders, 1986, as cited in Naili, 2014).

As said before, the speaking skill is the core of this approach. Learners' practise speaking by answering teachers' questions, and asking questions to their teachers, as well. This is the way learners interact in this method. Risk- taking, in this approach, finally starts to have a place because of the exchange between the teacher and the learner, but since the interaction between the learner and the teacher is limited to only a replying and questioning system, risk- taking did not have a massive place, but it is still existent. Opposite to the GTM, the inductive way is used to teach grammar. Since the speaking skill is encouraged in this approach, it is used to transmit and teach any instructions that face learners for the first time. In this method, the use of solid items is conducted to teach physical vocabulary, and the employment of theoretical items is used to learn ideational stuff. As a principle, tutors focus on how to speak and even on how to listen. This approach stresses learners' pronunciation in speaking, and their grammar forms (ibid).

5.2.3. The Audio-lingual Method

In applying the Audio- Lingual Method, the instructor way of uttering the language is imitated and learned by heart, as the way language is acquired by the students, besides the support of the imaginativeness and the desire to speak freely is not allowed from learners. Thus, the risk- taking factor is neglected in this method. Learners' restricted repetition of conversations is the only role devoted to them in the ALM. The tutor introduces the lecture, and the learners right responses are strengthened by him. The patterns of conversations, extensive knowledge, training, and retention are the four classroom activities that represent the process of habit formation which is the acquisition of language in the ALM. Conversations are learned by heart and exhibited by learners. Thus, the procedure used in the Audio- Lingual Method way of teaching is conversations and imitations. The syntax and grammatical regulations acquisition are acquired by learners, and the exercises of repetition and the utilisation of discourse in the Audio- Lingual Method make this method varied from the Direct Method. The amelioration of performance of learners speaking is the purpose of the Audio- Lingual Method, so, the oral skill in the centre of it (Larsen Free-Man, 2000, as cited in Naili, 2014).

There ought to be no altering in the programme that contains an already put content, which must be applied by the educator. The exercises done in the lecture are coordinated by the tutor as well; the performance of students is rectified and commented by the tutor. We notice that in educating the foreign language, the role of the teacher is only to present the language, thus, he has a restricted control in the lecture. The tutor is the core of the lecture room in the Audio- Lingual Method. Furthermore, the situation is not given any importance in the usage of the tongue. In this method, the strengthening of the language acquisition depends on the repetition of these exercises, and the manners of students are exploited by the instructor (Naili, 2014).

The acceptance of mistakes is not allowed in the ALM. Learners utilisation of the foreign language and feeling of inside comfort, and the instructor approbation are the way that the Audio Lingual Method depends on, which is a strengthening (Richards and Rodgers, 2001, as cited in Naili, 2014). The repetition, backward build up, chain, transformation, and single -slot substitution exercises are the examples of the practice exercises that are used (Larsen- Freeman, 2000, as cited in Naili, 2014). Spontaneity is what happens when a form is used to practise vocabularies or expressions, which is the habitual procedure (Cook, 2000, as cited in Naili, 2014). Habitual practice is the name of procedure used in this method. The strengthening of the learners' right answers is obliged because the right expressions are needed to be present in the learners' answers. The prompts obtained by learners are the reason why the practice is considered language acquisition (Naili, 2014).

On the one hand, the listening and the reading skills are used to obtain them, the reason they are called "inactive aptitudes"; on the other hand, the writing and the speaking skills are utilised to generate tongue, which is the reason they are called "vivid aptitudes". Inactive aptitudes are less important than the vivid ones for the belief that the other skills are inferior to the speaking skill (Savignon, 2001, as cited in Naili, 2014). So to deduce, the energetic and inactive aptitudes are the terms given to the skills of writing, reading, listening, and speaking by the ALM. Conversations are the way educating the oral tongue is focused upon by the Audio Lingual Method. The oral tongue intercity and the practice in the form of acquiring the language, which are the focused technique, are the interpretation given to the Audio-Lingual Method (Cook, 2008, as cited in Naili, 2014).

The Audio-Lingual Method is the system that has been followed in teaching in the USA; the speaking exercises of it were obeyed in educating the soldiers as a new approach in teaching them. The accomplice and the opponent's speaking tongue are developed by language programs because of some requirements in the USA. So, the United States of

America principle of education was very attached to non-native languages during the Second World War (Brown, 1994, as cited in Naili, 2014).

5.2.4. The Natural Approach

The terms self-confidence and risk- taking are prompted to be created inside learners by tutors in the lecture room context in the Natural Approach. Structures of grammar are not given much importance in comparison to the words acquisition, that is strongly concentrated in the Natural Approach. The GTM and the ALM have philosophies that are different from that of the NA, namely repetition and emphasis on the mistakes rectitude; on the contrary the core of the Natural Approach is on the comprehension of oral reports (Naili, 2014).

The atmosphere of the classroom must reduce the anxiety inside learners by providing clear language information, in which learners speak freely after hearing soundless. The speech comes slowly after receiving comprehensible input through reading, and listening. After the process of retelling and hearing the evident language, the learners can gradually utter their speech. The structure of language used in speaking is less important than the sense of oral reports in the teaching process; representing all the Natural Approach philosophy (ibid).

Competent Language s exhibition to learners help them to talk freely without limits for grammatical corrections in the NA. A comfortable classroom atmosphere is another job of the teacher in the NA. The significant language apprehension and utilisation ameliorate the language; this way of thinking is the path to language learning according to the NA. The structure of language is not important in this method, what matters most is the sense and the information sent (Krashen and Terrell, 1983, as cited in Naili, 2014). For the fact that acquiring the language is the will of learners, and because the apprehension is from the language showed to them, speaking the language is the principle of the Natural Approach, and

teaching speaking is the primary focus of the NA. Lecture rooms where language is learned must be like the order life of learners while the application of Natural Approach. Learning to hearing the receiver, talking in the supermarkets, and the habitual chat with people are all the purposes behind the use of the NA (Brown, 2000, as cited in Naili, 2014). Thus, foreign language acquisition fruitful lifelike patterns performance is searched by the Natural Approach. It is worth to notice that Terrell and Krashen provided rules of the Natural Approach to be applied in the lecture room in the 1983, after Krashen who has established it as presumption in the 1982. We deduce that The NA has a double contribution by these two supporters (Krashen and Terrell, 1983, as cited in Naili, 2014).

5.2.5. The Communicative Approach

The trial s chances of the energetic and imaginative seeking, and spontaneous first move required for self-manipulation education, and for the speech of both classmates and the tutor to be copied by students are from the traits of personality which will be available inside learners, namely motivation, self-confidence and risk- taking due to the design of the communicative approach. Students risk- taking is going to be augmented and stabilized enormously through the interactions and exchanges of information among learners, which is available in learners' conversations, and in their unrestricted speaking, which is reinforced in the communicative approach. The trait risk- taking, or the students desire to speak the foreign language is found worthwhile by the communicative language teaching. The extroversion trait is adopted by students due to the Communicative Approach as they rely on themselves in the process of learning, which makes the other methods distinct from this method (Cook, 2008, as cited in Naili, 2014). In this context, students debating and contacting each other for senses in the language is the way they must speak in. The exchange of language among learners is inferred extensively in the CA. The instructor s distribution of performances among students as a way of teaching is not the way learning takes place in the CLT, where students cooperate

with each other and control the amount of knowledge they acquire (Larsen- Freeman, 2000, as cited in Naili, 2014).

The classroom exchange and contact of learners is implied in educating the Communicative Language methods, namely tasks that need learners to perform characters, and exercises those require learners to fill in empty spaces by the missing information. In the CLT, the lecture room procedure of learning and the acquired foreign language that learners gain are the aim of the speaking education, which is the focus of the teacher, or the ways of communication picture the lessons of language. The procedures of speaking are diverse and they contain natural basic philosophies, namely the accuracy and fluency characteristics of language which are ameliorated by authentic speaking activities that must be available for students. For the aim that diverse conditions in which language characteristics are used as the pragmatic, sociolinguistics, operational and the principles of language are language sides which are concentrated upon. The communicative competence of students is developed by the communicative approach way of teaching (Cook, 2008, as stated in Naili, 2014).

Speaking and exchanging messages in the foreign language is the purpose of diverse conditions of language utilisation, in which the forms of language and the operations of it are studied by learners (Cook, 2008; Larsen –freeman, 2000, as stated in Naili, 2014). The learners language training and exhibition are reached by imitations and role plays which are supported by the Communicative approach (Harmer, 2007, as stated in Naili, 2014).

Since the conditions to utilise the language are diverse, thus the language produced will be different in each situation. So, the language suitable for each situation is learned through the operations of language. Language arrangement is given less importance than the operations of language. The manner in which language is instructed to learners and the information yield to them by their teachers are the two sides that must be studied in the CA.

The communicative language teaching (CLT) is the second name given to the communicative approach (Harmer, 2007, as stated in Naili, 2014). The communicative competence amelioration is aimed to reach by many procedures, which are summarised in the notion of the CA (Nunan, 1988, as stated in Naili, 2014), though a simple explanation to the CA is not an easy task (Naili, 2014).

The Communicative Approach birth is the result of the need to gather both operational characteristics and structures of language in order to speak correctly, these two qualities are called the communicative competence. Knowing about language is not sufficient to learn speaking (Widdowson, 1990, as stated in Naili, 2014).

5.3. Risk -taking and the Speaking Skill

We have to note that communicating in L2 can be perceived as risky, and some learners may wish to avoid the potential social embarrassment of getting something wrong. The willingness to take risks depends on the situation; when peers are listening in, learners may be more anxious about appearing foolish (Macmillan, 2012). Nicolson et al. have defined risk-takers in language learning as "being prepared to have a go at saying or writing something even if you are not exactly sure how to do it, without worrying that you might get it wrong." (2005, p. 56). Thus, the oral participation of learners is significant when they adopt risk- taking in their personalities (Wen and Clement, 2003). Taking part in the classroom oral communication happens if risk- taking is adopted by students (Ely, 1986).

In the same context, Krupa-Kwiatkowski has written about the importance of risk-taking to the speaking skill, explaining that:

> Interaction involves participation, personal engagement, and
> the taking of initiative in some way, activities that in turn are
> hypothesized to trigger cognitive processes conducive to
> language learning. (1998, p.133).

So, In order for students to succeed in learning speaking a foreign language, it is necessary "to try out hunches about the new language and take the risk of being wrong." (Richards, Platt and Platt, 1992, p.317). In the same context, and about the importance of risk-taking for learners, when students are "stalled by anticipated criticism from others or by self-criticism that they themselves supply. When they do not have enough practice, their language development becomes seriously stunted" (Oxford, 1999, p. 63). Brown has suggested a number of ideas so that a classroom reflects the principle of risk- taking:

• Creating an atmosphere in the classroom that encourages students to try out language, to venture a response, and not wait for someone else to volunteer,

• Providing reasonable challenges in teaching techniques by keeping them neither too easy nor too hard,

• Helping students to understand what calculated risk-taking is, and

• Responding to students risky attempts with positive affirmation, praising them for trying while at the same time warmly but firmly attending to their language (2001, p. 63-4).

5.4. Anxiety and Language Learning

The nature of the correlation that may exist between anxious learners and their performance has been looked intensively by teachers and scientists for the last three hundred years (Onwuegbuzie, Bailey, and Daley, 2000). But the exact consequences of adopting the trait anxiety and the exact definition given to anxious learners have not been reached yet (Horwitz and her colleagues, 1986). Dulay, Burt, and Krashen explain that:

> In nearly all the studies conducted to determine the personality characteristics associated with successful L2 learning, researchers have concluded that lower anxiety levels and a tendency to be outgoing were connected with successful L2 acquisition. (1982, p. 75).

Thus, learners of the foreign language find difficulties if they adopt the anxiety trait in their personalities, the reason why they consider anxiety as a crucial trait (Ellis, 1996; Hilleson, 1996; Horwitz, Horwitz & Cope, 1986; Koba, Ogava & Wilkinson, 2000; MacIntyre

& Gardner, 1991; MacIntyre, Gardner & Moorcroft, 1987; Price, 1991; Tsui, 1996; Young, 1991). This means that anxiety is an obstacle to acquire the foreign language.

According to Young, "In language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced." (1991, p. 429). If language activities are not successfully carried out by learners, it is because the teachers' instructions are not paying the needed attention by them, as a consequence learners become anxious (Gardner & MacIntyre 1993; Horwitz, Horwitz and Cope, 1986; Samimy & Rardin, 1994). As a result, Horwitz et al. have added that, "anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety." (1986, p. 127).

5.5. Anxiety and the Speaking Skill

In particular, the context of acquiring a second language witnesses the presence of a huge amount of stress and uncomforting feeling that is the reason why the relation between acquiring the language orally and the stress has been researched extensively (Cheng et al., 1999; Kitano, 2001). So, dealing with the term Stress in acquiring a language, and the reasons behind its presence in the person s personality is the interest of lot of anxiety studies many years ago, in general (Aida, 1994; Horwitz et.al, 1986; Krashen, 1985; Oxford, 1999).

Anxiety while speaking is speaking to others with the feeling of horror that symbolizes timidity in the concept of speaking (Horwitz, et al., 1986). In details, teachers and classmates' expected unwanted assessments toward their other learners' participation is considered as a barrier toward their motivation to participate because it creates the sense of anxiety inside learners (Chan and Wu, 2004). So, according to MacIntyre and Gardner language anxiety is "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning." (1994, p. 284).

The oral language enhancement needs an atmosphere that decreases stress; the oral participation of learners under stress is supported by the push from their tutors (Melouah, 2013).

Consequently, the outcome of thinking in oral skills taken is not an easy task, together with fear sense defeating them because interlocutors have adopted stress as a trait in their personality is the result of the wrong way students utter words, and the result they think the native language speakers is their hope to be like them, thinking that they are obliged to make their speech very adequate (Horwitz et al., 1986). The negative signs that may appear in the body of learners, besides that focusing entirely their thought on the situation will not be easy if learners are obliged to reply publicly to inquiries given from their teachers (Kitano 2001).

Conclusion

This chapter has covered many aspects of the individual personality; it explains in a form of a funnel how can the general term personality affect learning. Starting with the personality as the general term, moving to affective factors as its elements term, and ending with giving more details about anxiety and risk- taking are the core terms of the present research. The combination between the variables of our research which are worth discussing theoretically, before being treated practically is what constitutes this chapter which is the last one in our theoretical part.

Chapter Three: The Teachers' Questionnaire

Introduction

In the previous chapters, we presented some theoretical issues about the speaking fluency notion, and about two personality variables overviews; besides mentioning the relation between them. In the coming chapters, we will deal with the testing of such theoretical issues, through the use of many tools, among which the teachers' questionnaire. The results obtained will be interpreted in terms of scores, tables and figures used to clarify the data obtained, and the interpretation of results will be extensively provided to make everything clear about the hypothesis mentioned at the beginning. This questionnaire is directed to teachers to know about their views concerning two important affective factors among many others, namely, foreign language classroom anxiety and foreign language classroom risk- taking and their relation to the speaking fluency. All this information is preceded by some details, mentioning the definition, types, advantages, disadvantages and use of a questionnaire. The questionnaire description, administration, analysis and interpretation will be, additionally, discussed in this chapter. At the end, we hope to know about the variables that promote, or inhibit the speaking fluency of foreign language learners.

1. Definition of the Questionnaire

A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents (Babbie, 1990). Thus, a questionnaire is a means of research that is used by the researcher in order to probe the participants' views and beliefs about given academic topics.

Almost all researchers agree about the meaning that the research questionnaire holds, among them Dornyei (2003), who says that Collecting necessary data from people is best done by a means of a questionnaire in which the respondents respond in a real life setting. For O'Leary, "collecting credible data is a tough task, and it is worth remembering that one

method of data collection is not inherently better than another." (2004, p. 150). According to Brown, questionnaires:

> Are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answer (2001, p. 6).

But, this is not the only way we use questionnaires. For example through emails (Selltiz et al., 1976); or by Internet, this means that the paper form is not the only way to use the questionnaire.

They are considered very important means to collect data in research because they serve in economizing time, and efforts, in which learners are given the questions, and answer all together, which helps in time economy, especially for a large sample.

Questionnaires are open ended types or close ended types. Open ended questionnaires, are those in which the questions are not limited with suggestions, or choices, but rather learners are free to express their ideas, and attitudes toward the questions; whereas, in close ended questionnaires, the informants are obliged to answer by choosing the answers from the choices they are given. However, it is worth noticing that the same questionnaire may contain only close ended questions, or only open ended questions, or both of them in one questionnaire, which is called a mixed questionnaire that is mostly used in social research domain (Cohen, Manion and Morrison, 2000).

2. Types of Questionnaires

It is also very important to notice that questionnaires as methods for collecting data, are not enough on their own; they must be conducted with other research tools to be more effective as claimed by Gillham "the need for further methods providing different kinds of data will become apparent when the questionnaire research has been carried out" (2007, p. 100).

Questionnaires can be piloted before their final administration, which serves to know the deficiencies of the questions before their use, to guarantee their understanding and usefulness by the informants. In other words, Questionnaires are better tried with a small number from the sample, before using them as a final step, in order to see if the respondents understand all the questions, or any question must be structured again, or if any additional questions are needed for the purpose of the researcher study. Another reason why the researcher should pilot it, before its administration, is to make sure that the informants will not take a long time answering it, in order to receive the exact interpretation he seeks.

The questionnaire is mostly of two different functions, a descriptive one, and a measurement one. The descriptive part is named as such, because it servers to describe some informants 'information like age, gender, occupation etc.; and the measurement part (in terms of proportions, percentages, or through a scale with weight) is designed to measure the group's opinions, and ideas about a certain topic.

All the advantages of the questionnaires in research, that show their usefulness in collecting data, and their great help with collecting information they provide us, cannot succeed in hiding their limitations. Questionnaires are always with some disadvantages. Researchers may have different interpretations of the questions and thus do not have constant results, beside the fact that when the questionnaire is long with many questions the researcher

takes long time to analyze the data and alter them into scores; another disadvantage a questionnaire may have is to convince the respondents to answer all the questions once they are many questions i.e. to answer all the questionnaire.

3. Purpose of the Questionnaire

The purpose of using a questionnaire, in our study, is to know about our sample of teachers' opinions, and their awareness concerning affect in learning, in general, and in speaking fluency in particular, and how do teachers contribute to make it an integrated part in their teaching. The questionnaire is an important step to know if teachers are aware of the role of affect, in general, in learners' academic life development. Then, it is used in order to know the role of personality in general and classroom risk- taking and classroom anxiety in particular, as two affective factors in speaking fluency. Because teachers also can observe and comprehend anxiety in foreign language learners' behaviours, and this is not limited to researchers and well skilled persons as put by (Young, 1992).

4. Sampling

In research, studying the whole population is difficult to conduct, thus choosing a random sample from the population will help to generalize the results obtained to that population. The sample according to Williamson (2002) is:

> A selection of elements from the total population to be studied. A sample is any part of the population, whether it is representative or not. A sample is usually drawn because it is less costly and time consuming to survey than is the population, or it may be impossible to survey the population.

Our teachers' sample is made up of thirty teachers of oral expression, from a total population of (70) teachers, in the English department at Constantine 01 University. Our

sample is taken randomly from teachers of oral expression module, and it represents the majority of teachers on the whole. We have chosen the oral expression module teachers rather than any other teachers' modules because our study investigates the effects of classroom risk - taking and classroom anxiety on the spoken fluency skill variable; so this sample is expected to be truly representative to yield dependent information for the confirmation or disconfirmation of our hypothesis, as explained by Leaver and Shekhtman:

> In EFL classrooms, we need teachers who have much experience in teaching students at the proficient level, and having the ability to develop their speaking ability. Teachers whose main role is to know the background knowledge of their students, as well as their specific goals towards the target language, mainly their target goal is reaching highly proficiency (2002, p. 29).

5. The Teachers' Questionnaire Description

The teachers' questionnaire starts with a small introduction, explaining to teachers' sample what the questionnaire is about, and the aim behind it. The way to answer the questionnaire is also explained by requesting them for a tick to be put, where necessary; as they are informed to put a full statement whenever they feel necessary, and to provide all the information that may be relevant to the questionnaire topic. To simplify the process of gathering the questionnaire, and to make the gathering of the questionnaires more organized, and to save time from the part of both the researcher and the informants, the teachers are asked to send back the questionnaires to the researcher inbox letters.

Our teachers' questionnaire is composed of three parts, containing (30) questions; answers may be long or short. Nevertheless, a rather reasonably long questionnaire with

sufficient space between the questions will help learners better than a short one. As stated by Sudman & Bradburn:

> Perhaps the most common mistake of the beginner in questionnaire construction is to crowd questions together in the hope of making the questionnaire look short.... While length is important, the respondent's perception of the difficulty of the task is even more important on self-administered questionnaires. A less crowded questionnaire with substantial white space looks easier and generally results in higher cooperation and fewer errors. (1983, p. 244).

The first part contains three (3) questions; they are from question one (Q1) to question three (Q3). These first three questions represent the background information of the informants; they seek to know about the teachers' academic degree, the number of years they teach in general, and number of years in teaching the oral expression module in particular. The second part, namely the classroom anxiety and speaking fluency questions, with seventeen (17) questions, which range from open ended questions to close ended ones, some open ends questions like in (Q10) and (Q15) are given to teachers with the freedom to express their opinions about the questions, and the other close ended ones, in which teachers are limited to some options from which they are to choose, as in questions (Q1), (Q2), (Q3), (Q4), (Q5), (Q6), (Q7), (Q8),(Q9), (Q11), (Q12), (Q13), (Q14), (Q16), (Q17), in which teachers are only required to choose either a yes or a no option, or they are given many choices, to choose what suits them. For example, in Questions (Q4), (Q8), (Q9), (Q14), (Q16), (Q17) teachers are required to choose either the yes or the no option; whereas in questions (Q1), (Q2), (Q3), (Q5), (Q6), (Q7), (Q11), (Q12), (Q13) teachers are given some choices to choose. These questions are devoted to the teaching process and the classroom techniques, namely classroom anxiety, they are intended to know how teachers observe their learners participation first, and on what their participation depend on. Then we move to know about the mistakes that

teachers notice in students' participation, to move directly to the reason behind their mistakes; after that, we go deeper to the notion of fluency in learners' talk, and we inquire about whether learners' speech is fluent or not according to their observation, then if they are aware of the importance of the absence of classroom anxiety in speaking fluency enhancement by asking them direct questions; and subsequently whether they raise learners' awareness about the importance of being non anxious to speak fluently; we then asked about teachers' views concerning learners who are accurate, whether they are necessary fluent, and about those who have good pronunciation if they are necessary fluent. The third, and the last part in this questionnaire, named the classroom risk- taking and oral fluency questions contains ten (10) questions that are a mixture of close ended, and open ended questions. To give more details: questions (Q1), (Q2), (Q3), (Q4), (Q6), (Q7), (Q8), (Q9), (Q10) are all close ended ones, and only question (Q5) is an open ended one that let teachers free to express their reasons to the previous mentioned question. Questions (Q1), (Q2), (Q3), (Q6), and (Q9) need teachers to choose from a yes and no options, and the remaining questions, (Q4), (Q7), (Q8) and (Q10) are devoted to know about teachers' views among many other mentioned options. This last part is about teachers' opinions concerning risk- taking as an effective classroom technique to enhance fluency in speaking. It is direct, because the wide and general questions about affective domain are already asked in the second part, so we find no need to repeat them. This last part is about some questions concerning their views with regard to classroom risk- taking as an important aspect in learning in general; then the role of classroom risk- taking to facilitate speaking on the whole; after that, we finally move to more precise questions about the role of classroom risk- taking in speaking fluency in particular, which is the aim of this third part; besides we ask about their views in drawing learners attention to the significance of risk- taking in oral fluency enhancement, as we also inquire about the role of learners engagement in participation which is another form of risk- taking, and whether those learners

are found to be more fluent by the end of the year. It does not take them more than few minutes to tick the appropriate boxes; and the teachers are indeed very helpful in handing back the questionnaires in a short while.

6. Administration of the Questionnaire

The questionnaire is administered to a sample of oral expression module teachers as a part of the inside classroom study. The teachers' questionnaire is to investigate the teachers' views about many aspects concerning fluency in speaking mainly, and also some realities that help us about teachers' remarks toward learners in speaking foreign language fluently. Teachers are informed that they can use as much time as necessary to complete the questionnaire.

7. Teachers' Questionnaire Data Analysis

After reading the answers in the teachers' questionnaire, we group them according to similar answers. Then, we organize them through giving percentages and as a last step we deduce the final decision we had about their answers concerning our hypothesis. The analysis of answers, in section two and three, show us that teachers' opinions concerning our questions are almost in the direction with our previous hypothesis stated, concerning the correlation between Algerian class achievements of students who consider themselves competent about oral foreign language fluency, and the degree of affection they maintain about anxiety, and risk- taking, in other words, concerning the significance of the absence of classroom anxiety, and the presence of classroom risk- taking in effective speaking fluency of learners.

8. The Teachers' Questionnaire Analysis

Teachers' questionnaire interpretation is presented in the coming sections. In section one; from question one to question three (Q1- Q3), the items are about the teachers'

background and experience in teaching the foreign language and their experience in teaching the oral expression module also. In section two, it starts from question one to question seventeen (Q1- Q17), the items deal with teachers concern about the role of the absence of classroom anxiety in foreign language speaking fluency development, and section three, which is from question one to question ten (Q1- Q10), the statements are about teachers opinions and views toward classroom risk- taking, and their association with effective speaking fluency of the foreign language.

1.   Background Information

1.1. Teachers' Academic Degree

The first requirement in the questionnaire is about the teachers' academic degree and years of experience in teaching.

We find that our sample is dominant with doctorate teachers who represent (83, 33%) of the whole population, with only four teachers having a magister degree, with a percentage of (13, 33%), and master degree teachers are also present but with only one teacher, which represents (3, 33%).

Teachers' Academic Degree	Frequency	Percentage
Doctorate	25	83.33 %
Magister	4	13.33 %
Master	1	3.33 %
License	0	0 %
Total	30	100 %

Table 1: Teachers' Academic Degree.
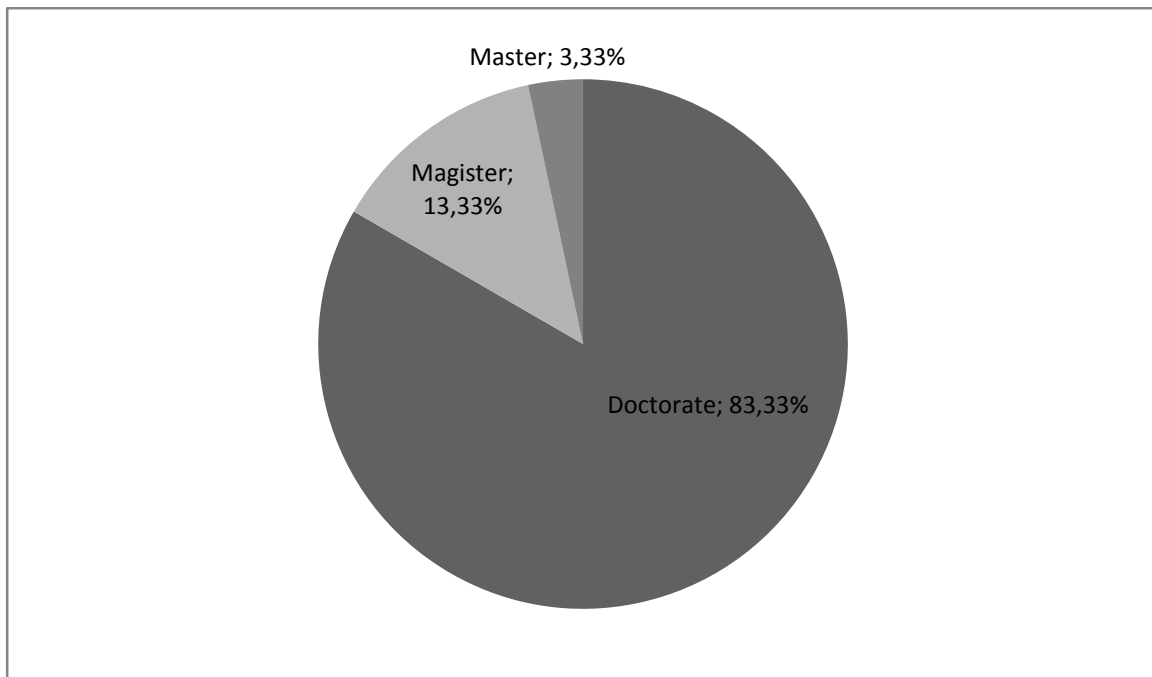
Figure 2: Teachers' Academic Degree.

1.2. How Long Have You Been Teaching English?

Right after this question, we carry out seeking information about the teachers' background, and we ask them about the number of years in teaching English. The results show that the majority of the teachers have many years of experience which make us more comfortable about their answers to the questionnaire. Only three (3) teachers have three years of experience in teaching, which is relatively short as compared to the (27) others who have more than 8 years of experience.

Years' of Experience in teaching English	Frequency	Percentage
3 years	3	10 %
8 years	15	50 %
8 years	12	40 %
Total	30	100 %

Table 2: Years' of Experience in Teaching English as a Foreign Language.
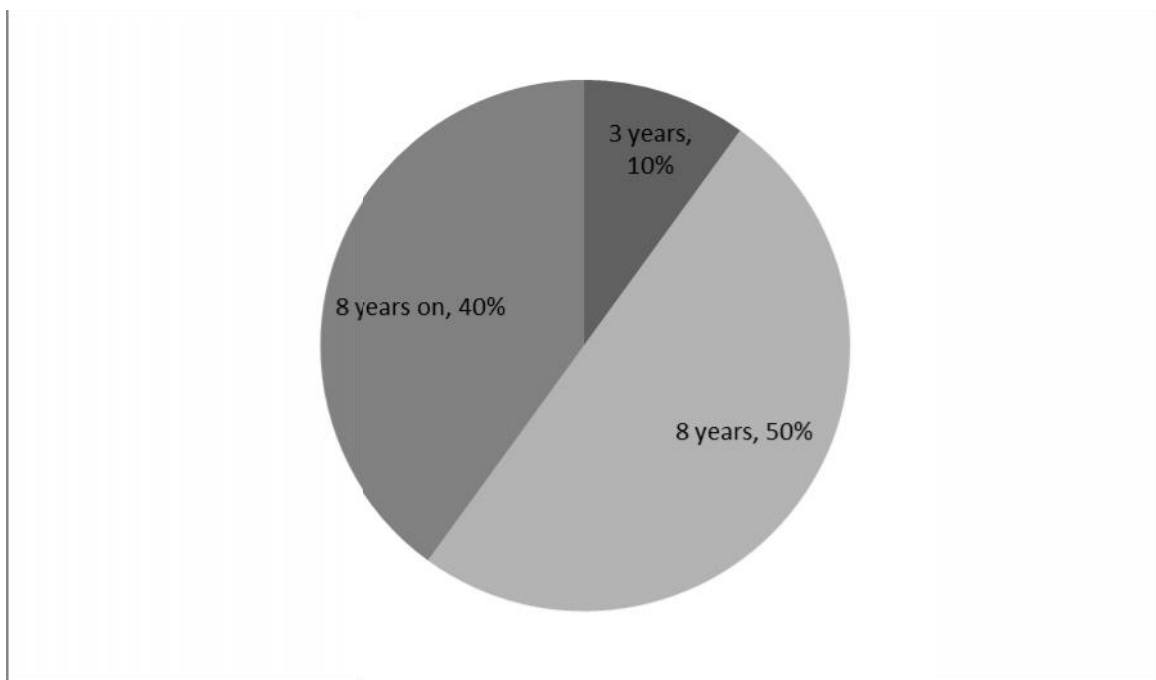
Figure 3: Years' of Experience in Teaching English as a Foreign Language.

1.3. How long have you been teaching Oral Expression Module?

Now, we are more precise to know about the number of years in teaching the oral expression module. The table shows that: (33.33 %) of teachers have been teaching oral expression for one to four years, (30 %) have been teaching oral expression from four to eight

years, (16.66 %) put that they have been teaching oral expression for eight to twelve years, and (20 %) state that have been teaching oral expression for twelve years and more.

Our sample of teachers have many years of teaching the oral expression module, which gives us some confidence as to their perception of the relation that may exist between classroom anxiety and classroom risk -taking to speaking fluency development.

Years	Frequency	Percentage
1 - 4	10	33.33 %
4 - 8	9	30 %
8 -12	5	16.66 %
12 and on	6	20 %
Total	30	100

Table 3: Years Number of Teaching Oral Expression Module.
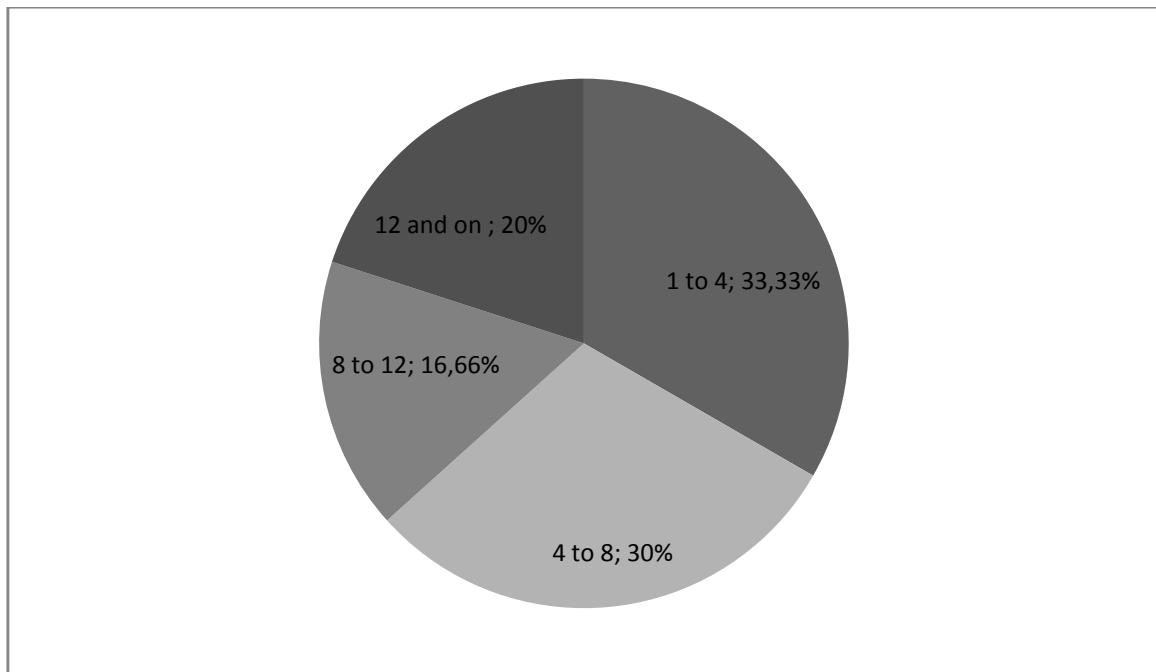
Figure 4: Years Number of Teaching Oral Expression Module.

2. Section Two: **Classroom Anxiety and Oral Fluency Proficiency**

2.1. How do you evaluate your learners' participation in oral expression?

The opening question of the second part in the questionnaire is to know about teachers rating of learners' level of participation in the oral expression module. It is directed to know if learners are active or passive in a module that requires them to be active and talk. The majority of teachers (25 out of 30, or 66, 33%) agree that most of the learners are average in their level, 5 teachers (16, 66%) say that learners are average, whereas only three teachers declare that their learners are weak, which represents (10 %), and 2 (6, 66 %) state that the learners are excellent.

This question gives us an insight about how teachers live with students inside the classroom, to see if there are problems which need a solution. It appears that learners are overall still in need of an effective participation in oral classroom activities, to improve substantially their fluency in English.

Teachers rate	Frequency	Percentage
Excellent	2	6.66 %
Good	5	16.66 %
Average	20	66.66 %
Weak	3	10 %
Total	**30**	**100 %**

Table 4: Teachers' Evaluation of Learners' Level
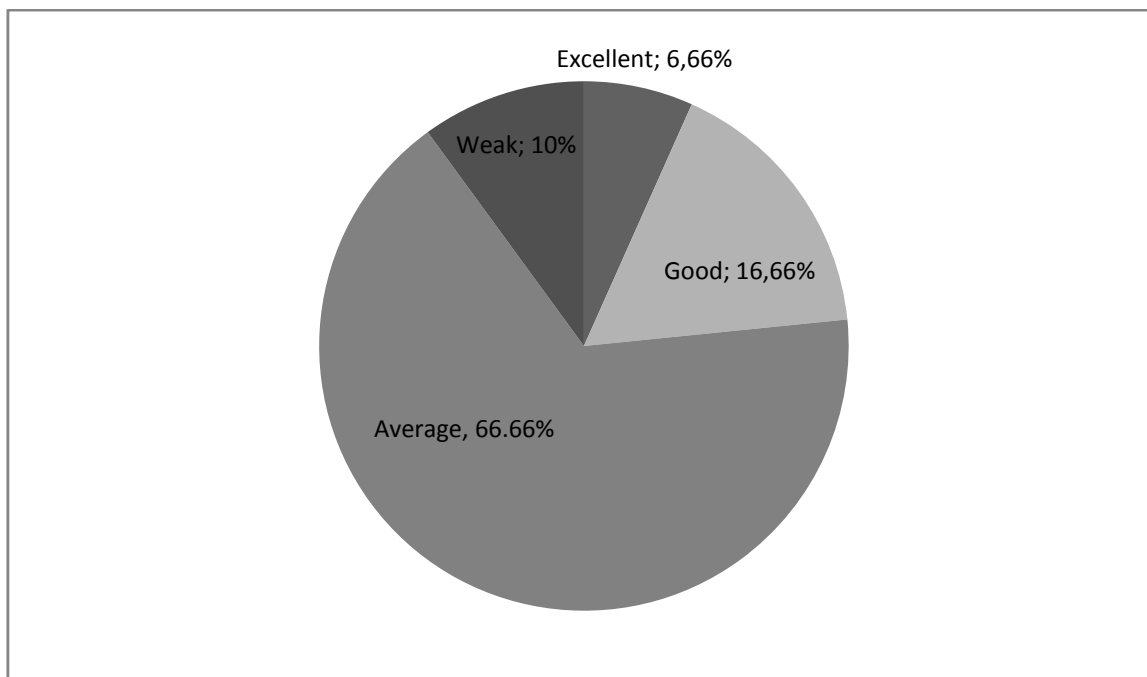
Figure 5: Teachers' Evaluation of Learners' Level

2.2. Does students' participation depend on the correct speaking in terms of fluency, or the participation with whatever language they have?

Then, to know more, right after the previous question, we ask our sample what their students' participation depends on, whether it depends on the correct speaking in terms of fluency, or their participation with whatever language they possess. The results confirm our expectations; because being a teacher of oral expression for many years, allows us to know about our learners' production before receiving the teachers' answers. All the teachers (100%) declare that leaners participate with whatever language they have, which means that all the teachers agree that learners do not care about speaking English as such, but rather use a mixture of two or three languages (Arabic and English, or Arabic, French and English).

Here, the teachers answers indicate that our learners do not care about fluency in English, either because they do not realize its importance, or because they consider it a difficult task to accomplish, or because they are afraid of being laughed at when they speak,

or because of shyness, anxiety etc... In return, all these possible situations give us an insight about how do learners think, and so to think about how to tackle this problem, then to suggest possible solutions for that.

Teachers Views' about students participation	Frequency	Percentage
The correct speaking in terms of fluency	0	0 %
The participation with whatever language they have	30	100 %
Total	**30**	**100 %**

Table 5: Teachers' Views about Students' Participation in Oral Expression.
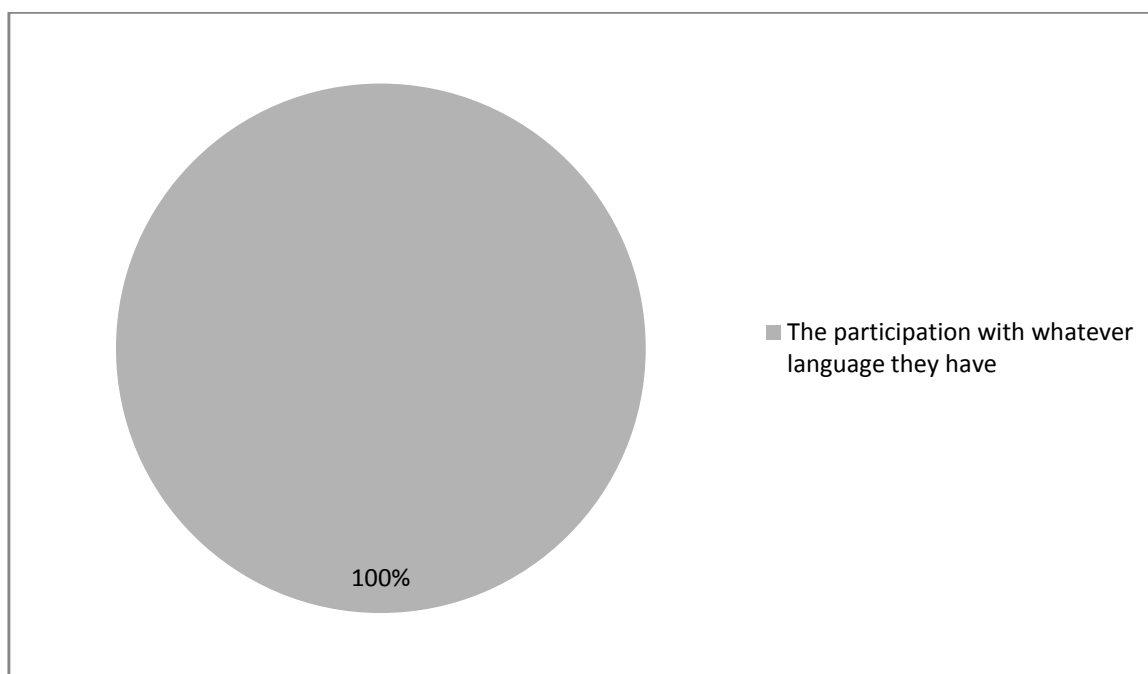
Figure 6: Teachers' Views about Students' Participation in Oral Expression.

2.3.Which criteria/criterion do you consider most in assessing learners' oral expression?

This question seeks to find the criteria/ criterion that teachers depend on to assess their learners' speaking skill, where fluency is put as one of the choices suggested. The fluency factor receive (6, 66 %) percentage; whereas the lion share is given to pronunciation with a percentage of (50 %); the other alternatives are as follows: comprehension (20 %), interaction (16, 66 %), grammar (6, 66 %), vocabulary (0%).

The majority of teachers, through their answers, make us understand that they assess their learners' oral expression mostly on pronunciation, and much less on fluency. This deduction puts us on the right way to know about the importance given to fluency by teachers.

Criterion	Frequency	Percentage
Pronunciation	15	50 %
Vocabulary	0	0 %
Fluency	2	6.66 %
Comprehension	6	20 %
Grammar	2	6.66 %
Interaction	5	16.66 %
All the above	0	0 %
Others	0	0 %
Total	**30**	**100 %**

Table 6: Teachers' Criteria for Assessing Speaking.
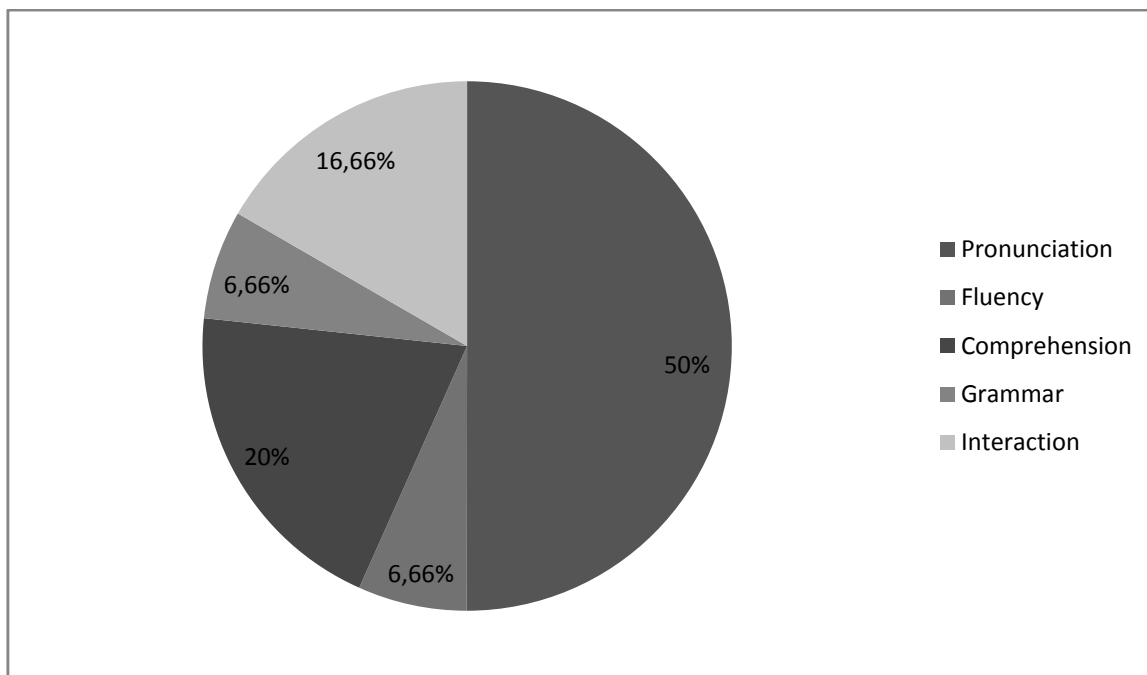
Figure 7: Teachers' Criteria for Assessing Speaking.

2.4. Have you ever noticed some shortness in your students' speech in the oral session?

We ask our sample of teachers whether they have noticed problems in their students' talk, considering this question as another way to confirm all the above mentioned questions, and as it is predicted in our hypothesis, we consider anxiety and risk- taking as important aspects of successful speaking. (100%) of the total respondents (N=30) say yes, which is quite logical that our learners who come to learn are still far from being competent in their talk. We assume that our teachers sample answers come from their experience in teaching and observation for many years.

The next question is designed in order to give the teachers a short while to think what these shortcomings are.

Teachers' Remarks	Frequency	Percentage
Yes	30	100 %
No	0	0 %
Total	30	100 %

Table 7: Teachers' Remarks about Some Shortness in Students' Talk.
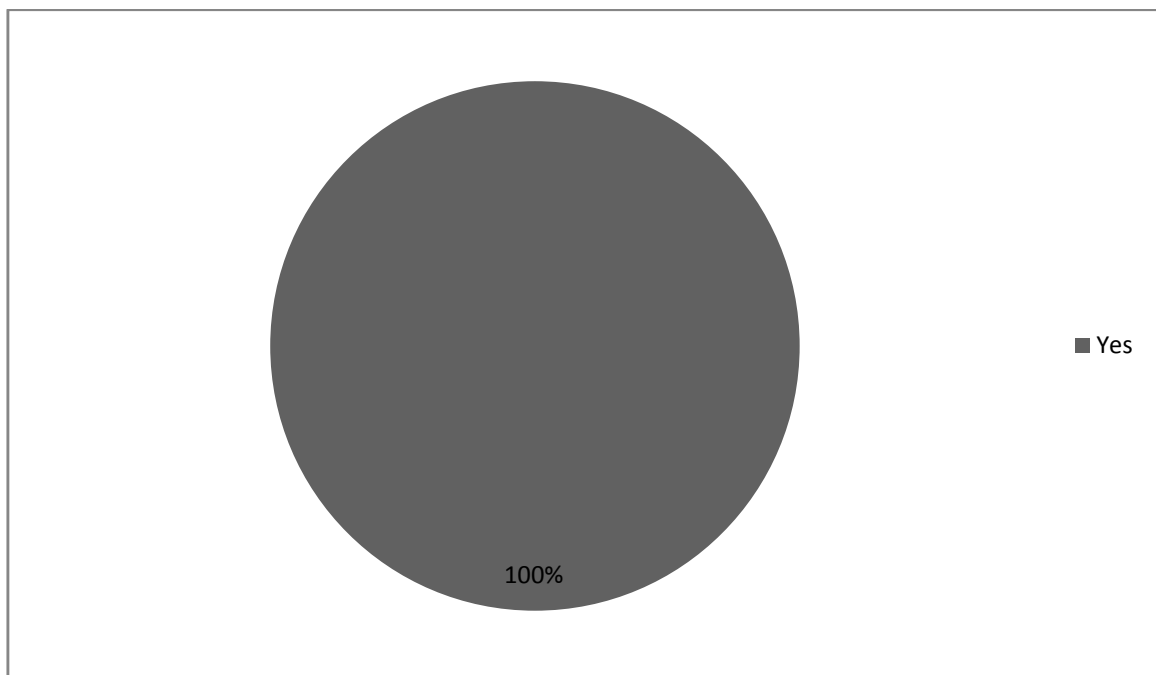
Figure 8: Teachers' Remarks about Some Shortness in Students' Talk.

2.5. Can you mention learners most faced problems once they talk among these ones?

Right after the previous question, which is whether, in the opinion of teachers, the learners speak with mistakes, asking about teachers' views for their students' common mistakes, is the most suitable question. It seeks to know whether teachers see that students who participate are really fluent or they need to learn how to be fluent. Accuracy and pronunciation also are problems that occur in the students' talk which have been mentioned as follows: (23, 33 %) and (26, 66 %) respectively.

Half of the teachers agree that the students do not talk fluently (N =15). This percentage shows that teachers agree that fluency is still needed to be developed in the learners talk, and the learners are still incapable of reaching it, which is very important to speak English. This is what will bring us to consider the affective domain of the learners because the linguistic side is taught by the teachers in the oral expression session.

Most occurring problem	Frequency	Percentage
Fluency	15	50%
Accuracy	7	23.33 %
Pronunciation	8	26.66 %
Total	**30**	**100 %**

Table 8: Teachers' Mentions of Learners' Most Occurring Problems Once Learners Talk Among These Ones.
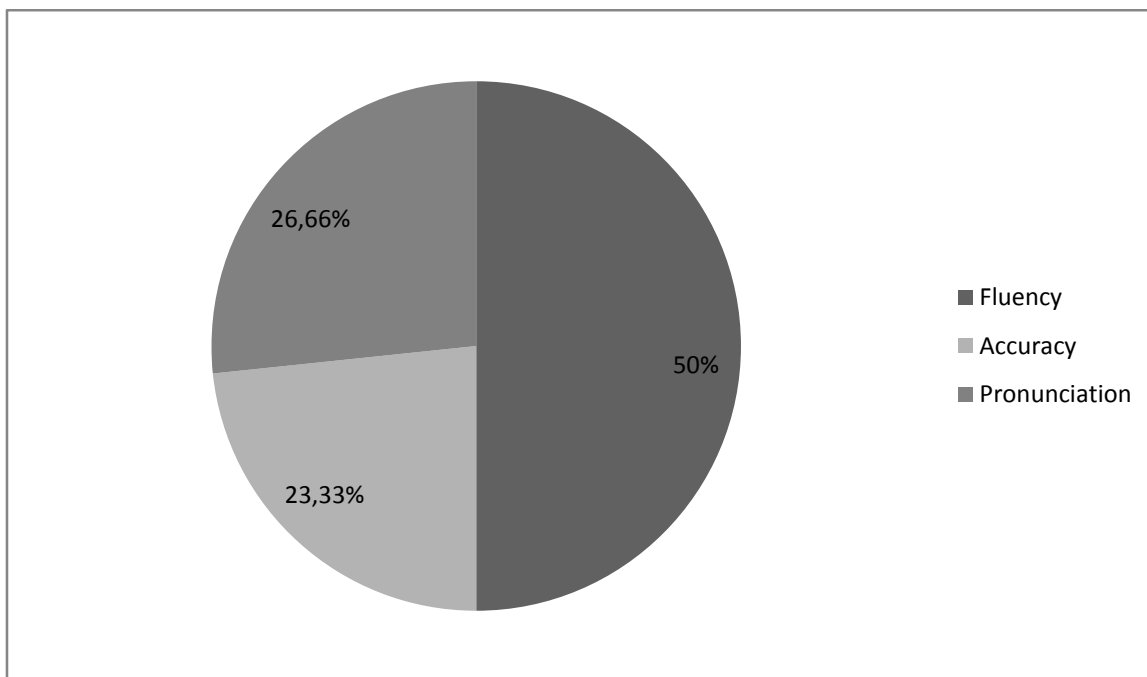
Figure 9: Teachers' Mentions of Learners' Most Occurring Problems Once Learners Talk Among These Ones

2.6. What could be the main reasons behind such state of affairs?

We would like our teachers to justify and explain more about the reason behind their opinions concerning the previous question. Those who chose fluency as the most occurring problem, justify by saying that fluency is not taught separately, though it is a very crucial aspect in speaking, and that the learners do not even know that being fluent is part of learning a language. The others, however, who have chosen pronunciation, justify by saying that pronunciation is very difficult and the learners need time to master it. Finally, accuracy is seen a neglected aspect of speaking, which is absent in the students' talk.

2.7. Do you consider speaking with non-fluent speech a shortness in students' talk or it does not matter since they already talk?

Since fluency takes the lion share in teachers' answers in the former question, we ask them whether they consider it shortness in the learners' speech, or it does not matter since

they talk. It is to ask if learners who are fluent are those who really take risks in front of teachers' reactions and other students' reactions too or not, 15 teachers (50%) agree that the lack of fluency is a shortness in students' talk, equally to another half of teachers who agree that fluency does not matter if learners already talk. Teachers, by these answers, confirm that they want their learners only to participate, maybe because the lack of participation in the classroom is huge, and thus being non risk takers leads them to accept any learners' participation, even though they know that fluency is crucial when silence is the powerful dominant phenomenon.

Teachers' Considerations for non-fluent speech	Frequency	Percentage
A shortness in students' talk	15	50 %
It does not matter since they already talk	15	50 %
Total	30	100 %

Table 9: Teachers' Considerations Concerning Learners' Non- fluent Speech.
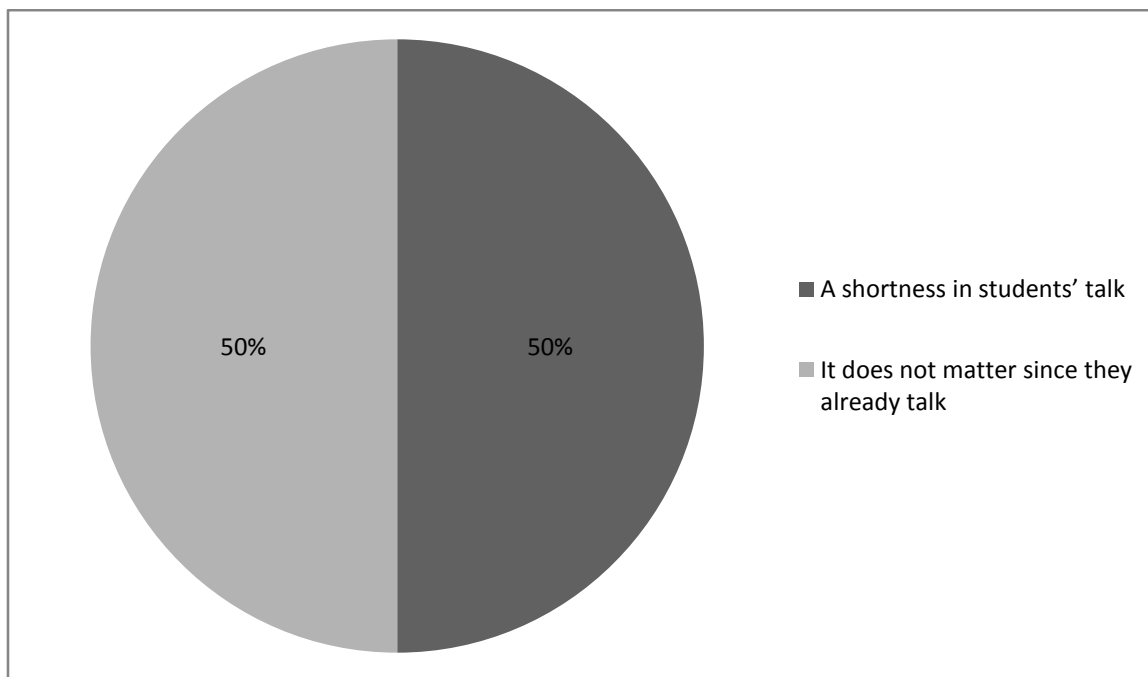
Figure 10: Teachers' Considerations Concerning Learners' Non- fluent Speech.

2.8. Have you the habit to develop learners' consciousness to notice the gap between what they say and the correct way to say it?

Now, the present enquiry is about finding out whether teachers can really say that they consider the shortness in the students' oral fluency of English a problem or not, so they have the habit of paying attention to the difference between speaking and speaking in a correct way. In return, it tells us about the way teachers think of the importance of fluency and the importance of showing it to their learners. (33, 33 %) of teachers mention the no option, whereas, (66, 66%) of them agree that they do have the habit of developing the learners' consciousness to notice the gap between what they say and the correct way to say it.

These findings point to the fact that the teachers, in our department, are aware that talking about the importance of fluency is as important as learning it, because they need first to inform the learners about it and, then, show them how to reach it.

Teachers' Habits	Frequency	Percentage
Yes	20	66.66 **%**
No	10	33.33 **%**
Total	**30**	**100 %**

Table 10: Teachers' Habits to Raise Students' Consciousness to Notice the Gap Between What to Say and How to Say It.
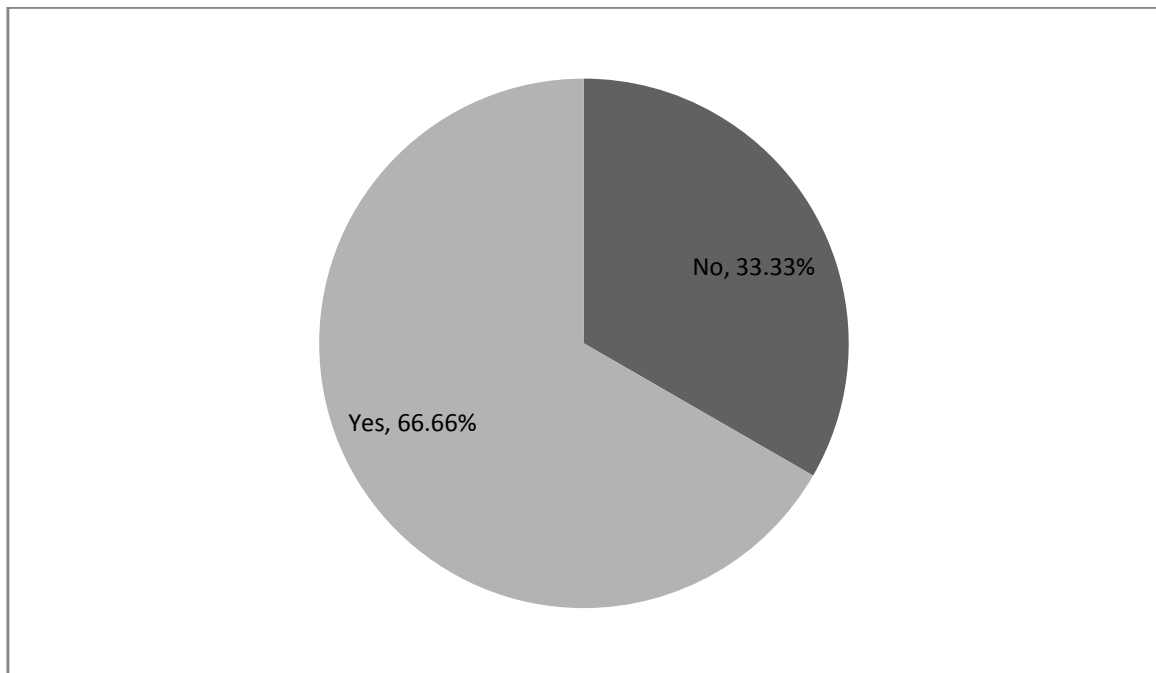
Figure 11: Teachers' Habits to Raise Students' Consciousness to Notice the Gap Between What to Say and How to Say It.

2.9. Do you often advise your student to give more importance to fluency?

Just after the previous question, which is about the teachers habits of raising students' consciousness to notice the gap between what to say and how to say it, we talk about the role of being a fluent speaker in talking, and then we find that most teachers agree about this skill to correct speaking with a percentage of (66, 66 %), while only (33, 33%) disagree

about this fact. This declaration of the teachers makes us understand that teachers are aware of the importance that the learners should talk fluently.

Teachers' Advice	Frequency	Percentage
Yes	20	66.66 %
No	10	33.33 %
Total	**30**	**100 %**

Table 11: Teachers' Advice to Learners About the Importance of Fluency.
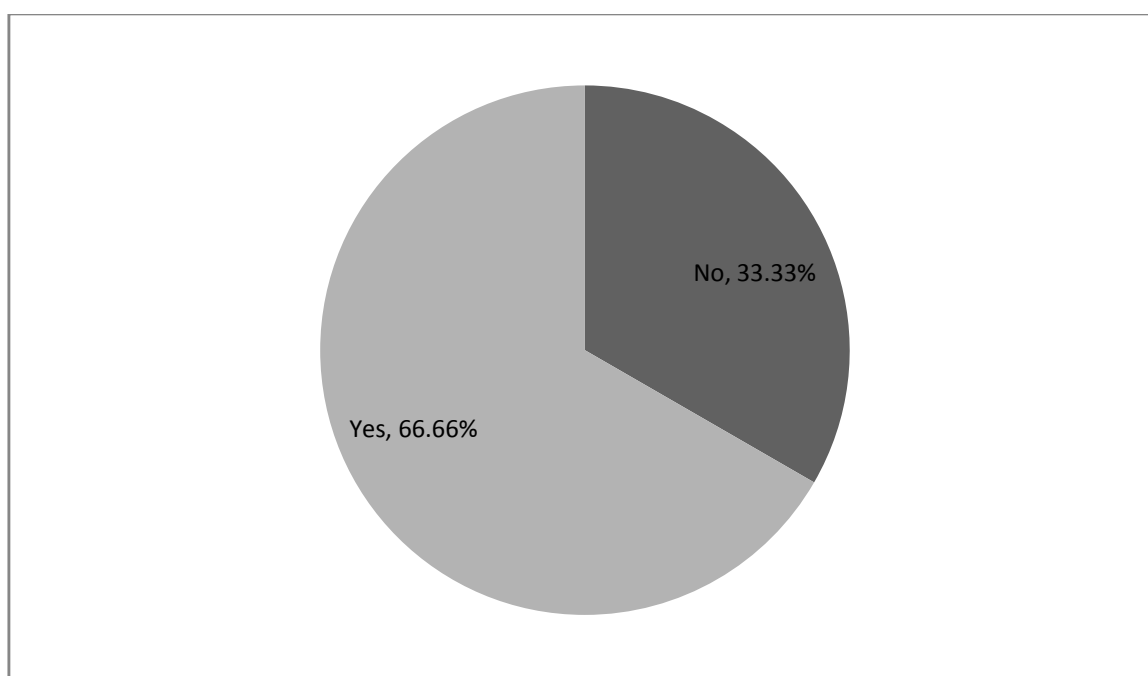
Figure 12: Teachers' Advice to Learners About the Importance of Fluency.

2.10. What does characterize those fluent students from those non-fluent ones in terms of their personal characteristic?

This question is the gate to personality factors and their role in facilitating speaking fluency proficiency; it asks, generally, about the personal characteristics that characterize

fluent and non-fluent learners according to teachers' views. It is to investigate teachers' views concerning the role of personality in fluency development. Teachers' answers are diverse. In it, some teachers state that confident learners are those successful ones in speaking fluently with a percentage of (33.33 %), others (23.33 %) state that fluent speakers are less anxious, while another type of answers is given by the remaining teachers (43.33 %) who state that risk -taking plays an important role in being fluent. Those previous answers explain that the teachers are aware, and agree about the role of the learners' psychological status in general, which comes from their experience, noticing learners in terms of their personality. This proves an important role in learning speaking fluency before moving to the specific question about risk- taking and anxiety.

Learners Characteristics	Frequency	Percentage
Confidence	10	33.33 %
Anxiety	7	23.33 %
Risk -Taking	13	43.33 %
Total	30	100 %

Table 12: Teachers' Opinions About What Characterize Fluent Learners from Non-fluent Learners in Terms of Personal Characteristics.
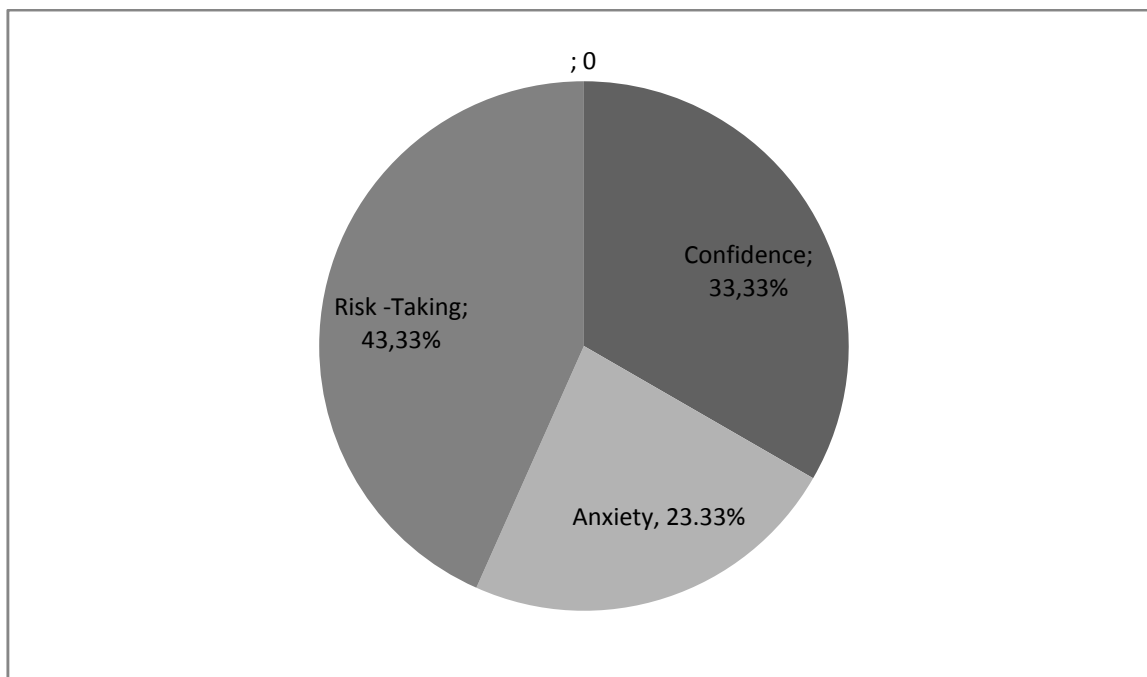
Figure 13: Teachers' Opinions About What Characterize Fluent Learners from Non-fluent Learners in Terms of Personal Characteristics.

2.11.   Do students suffer disfluencies in their speech or they just produce fluent speech when they are obliged to talk?

Now, the question is more precise, and not general, because we ask our teachers about their remarks for students whom they oblige to talk, whether they talk fluently, or not. Obliging a student to talk means that he is not motivated to talk on his own, and this may lead to anxiety. This in turn will help in knowing about the relation between anxiety and speaking fluency in an indirect way. (100%) of the teachers ticked the box that indicates that students suffer problems in fluency once being obliged by teachers to talk. This state of affairs can suggest that anxiety plays a negative role in speaking fluently.

Teachers Choices	Frequency	Percentage
students suffer disfluencies in their speech	30	100 %
Students just produce fluent speech	0	0 %
Total	**30**	**100 %**

Table 13: Teachers' Views about Learners Who Suffer Disfluencies.
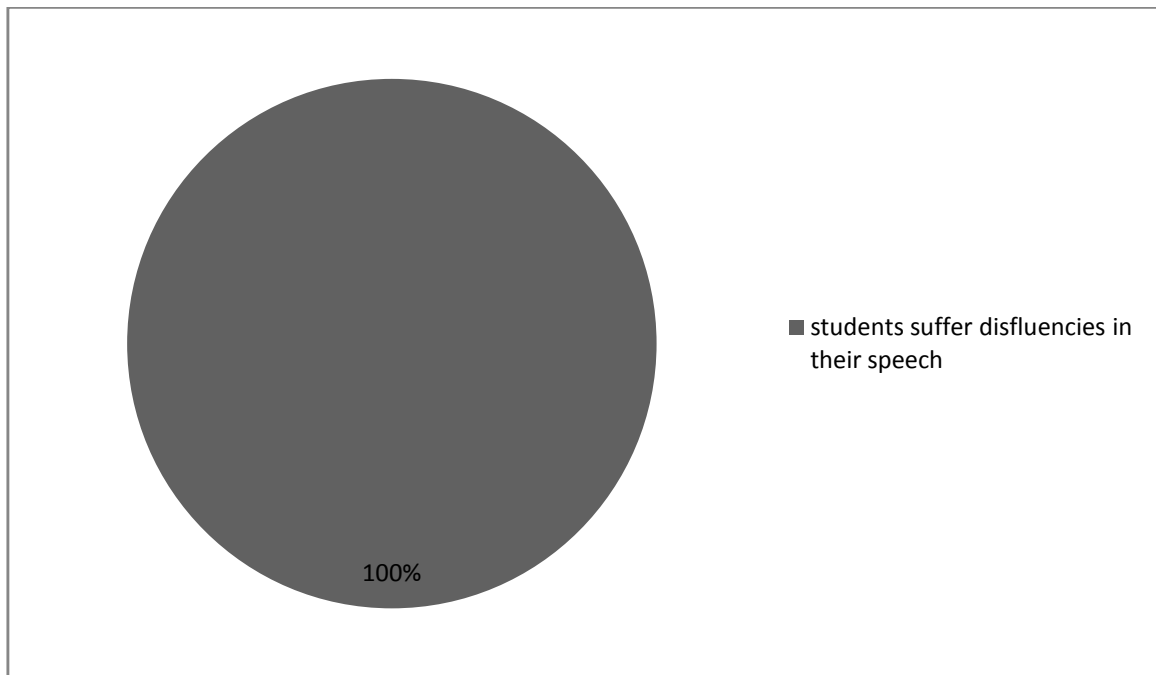
Figure 14: Teachers' Views about Learners Who Suffer Disfluencies.

2.12. Do you make efforts to stimulate your students to speak fluently?

The answers to such a question are surprising, especially after the comparison with the teachers previous answers about the importance of fluency in speaking, maybe because of the number of the students, or because of the program itself that does not include a clear exercise about fluency. "Teachers always make efforts to make learners speak fluently" receives (0%) of answers that show the teachers always do, only (10%) of answers show that the teachers never do, and (16, 66%) among teachers state that they often do, (23, 33%) of the teachers rarely make efforts to stimulate their students to speak fluently, and a whole half of them with (50%) say that they sometimes make efforts to stimulate their students to speak fluently. The teachers answers though not expected for us, but still in the direction of our hypothesis, because teachers sometimes make efforts to stimulate their students to speak fluently.

Teachers Frequency of Efforts	Frequency	Percentage
Always	0	0 %
Often	5	16.66 %
Sometimes	15	50 %
Rarely	7	23.33 %
Never	3	10 %
Total	**30**	**100 %**

Table 14: Teachers' Views about Their Efforts for Students to Be Fluent.
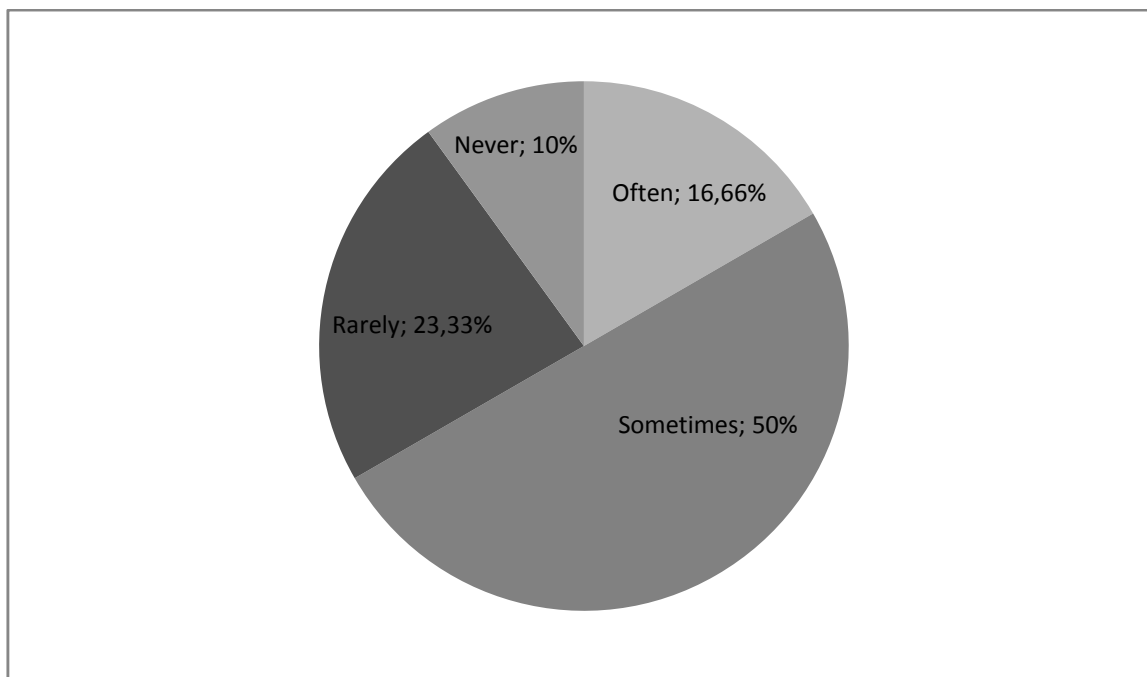
Figure 15: Teachers' Views about Their Efforts for Students to Be Fluent.

2.13.   Mention those efforts if any?

The teachers' views differ in answering this question because they differ from each other, besides that teaching fluency is not included in their program, which makes every teacher uses his own contribution to teach it. Some teachers (23.33 %) write that that they advise them to look in the internet for exercises about the oral fluency, and the others (36.66 %) state that sometimes they advise them to speak without hesitation and pauses, while other teachers (40 %) have not answered at all this question.

Teachers Efforts	Frequency	Percentage
teachers advise learners to look in the internet for exercises about the oral fluency	7	23.33 %
teachers sometimes advise learners to speak without hesitation and pauses	11	36.66 %
teachers have not answered at all this question	12	40 %
Total	**30**	**100 %**

Table 15: Mention Those Efforts If Any?
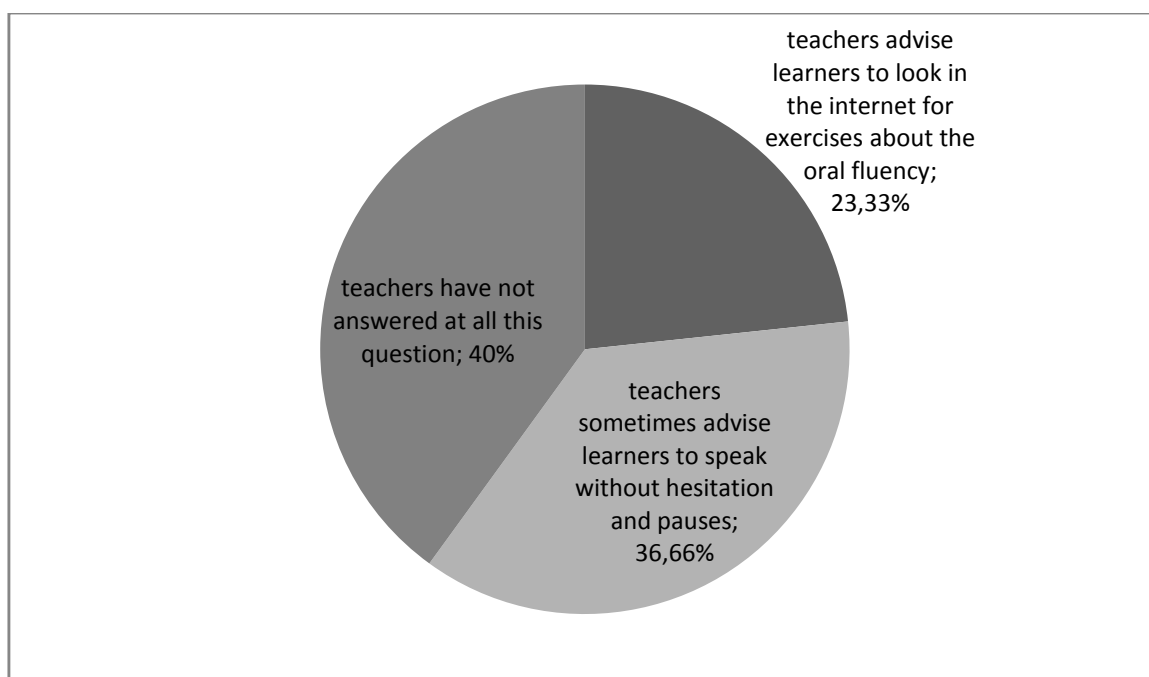
Figure 16: Mention Those Efforts If Any?

2.14. Do you often advise them to reduce pauses, Avoid hesitation in speaking, avoid repetition, avoid filling their talk with em, er, err, uhm, ah, um, mm or reduce their length of some syllables with no reason?

All the options put for this question indicate a power point in speaking fluency. Whatever the teachers' answers, if they tick any of these alternatives, they indicate that leaners are well helped to be fluent. So, we find that (30 %) of teachers state that they advise learners to reduce pauses, (20 %) of them agree that they make efforts for students to avoid hesitation in speaking, (26,66 %) of tutors state that they advise learners to avoid repetition, (16,66 %) advise students to avoid filling their talk with em, er, err, uhm, ah, um, mm, and finally (6,66 %) of them their advice is to reduce students length of some syllables with no reason.

Teachers' advice	Frequency	Percentage
Learners reduce pauses	9	30 %
Learners avoid hesitation in speaking	6	20 %
Learners avoid repetition	8	26.66 %
Learners avoid filled their talk with em, er, err, uhm, ah, um, mm	5	16.66 %
Learners reduce their length of some syllables with no reason	2	6.66 %
Total	**30**	**100%**

Table 16: Teachers' Advice to Learners Concerning Learners' Fluency Indices.
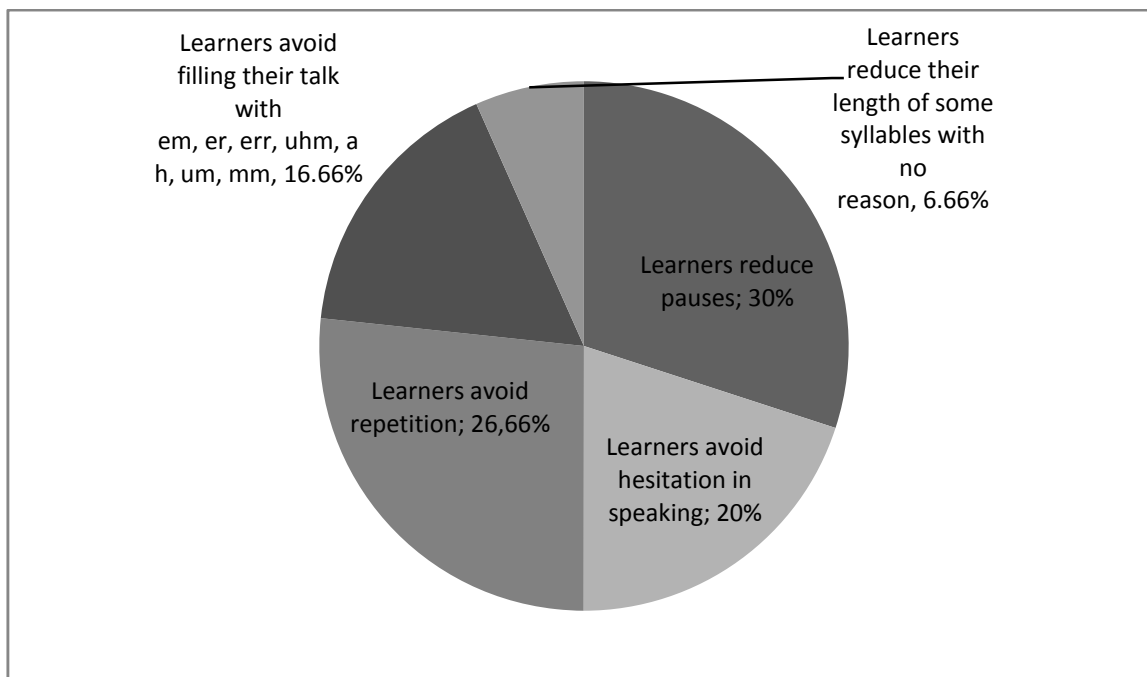
Figure 17: Teachers' Advice to Learners Concerning Learners' Fluency Indices.

2.15. Do you think that the students' academic success in foreign language oral fluency can be positively or negatively affected by being nervous?

After the previous questions, clarity is needed, and going deeper will serve this request; being nervous means being anxious in psychology. So, we are indirect and ask about the teachers views concerning the role of absence of anxiety in learners' personality and positive oral fluency.

This question is put to know exactly the role of anxiety in an indirect way from the teachers' opinions, so that by judging whether being nervous affects the learners' oral fluency negatively, on the basis of their observation. Then, most teachers who are (29) ones representing (96, 66 %) mention that if the learners are nervous, they will automatically produce non fluent speech. Whereas, only one teacher disagree with them.

Teachers' Views	Frequency	Percentage
Negatively	29	96.66 %
Positively	1	3.33 %
Total	30	100 %

Table 17: Teachers' Views about Being Nervous and Positive Oral Fluency.
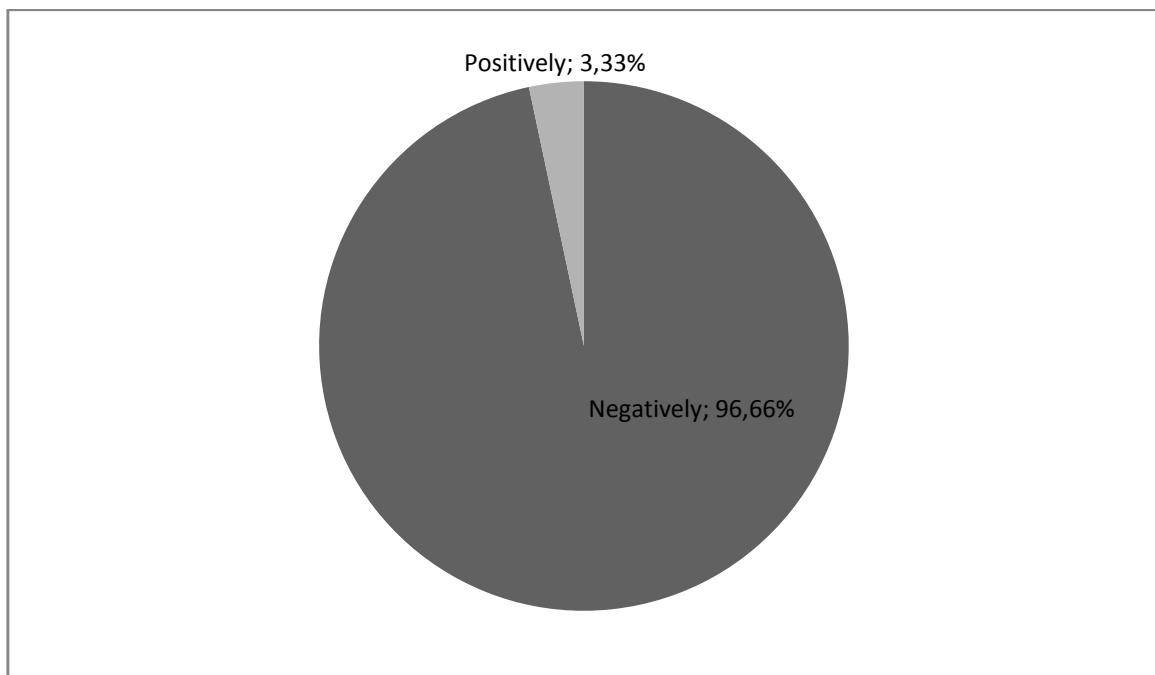
Figure 18: Teachers' Views about Being Nervous and Positive Oral Fluency.

2.16. According to your experience as an oral expression module teacher, what contributing elements may help language learners enhance their fluency?

With no precision with choices, a general question is asked to know about the teachers' opinions about the most contributing elements that help learners to enhance their speaking fluency. We want them to answer freely, after we limit them to affective factors in the previous questions, to see whether teachers appreciate affective factors in developing fluency.

We find that teachers are split into three sides, those who mention affective factors as the most contributing elements that help learners to enhance their speaking fluency with (30 %), and other ones who state that lot of practice will do with (40 %), and (30 %) state that linguistic knowledge helps more in doing so.

The Contributing Elements	Frequency	Percentage
Linguistic knowledge	9	30 %
Affective factors	9	30 %
Lot of practice	12	40 %
Total	30	100 %

Table 18: Teachers' Views about the Contributing Elements That May Help Learners' Enhance Their Fluency.

Figure 19: Teachers' Views about the Contributing Elements That May Help Learners' Enhance Their Fluency.

2.17.   Do accurate students in speaking necessary speak fluently?

A comparison of learners' results has an important role in finding what enhances learning, which is why we ask whether learners, who are accurate, according to the teachers views, are necessary, fluent or not.

Among the answers, (36, 33 %) of the teachers answer that accurate learners are necessarily fluent. A percentage of (63, 66 %) do not agree with this statement; this percentage of answers maybe found according to the marks some students hold in some other modules like written expression, and the same students may not have the same proficiency in fluency in speaking, which again goes in line with some previous answers that fluency in speaking is more affected by other factors, which more concern learners' personality rather than other factors like the linguistic ones.

Teachers Choices	Frequency	Percentage
Yes	11	36.66 %
No	19	63.33 %
Total	**30**	**100%**

Table 19: Teachers' Views about the Necessity of Being Fluent for Learners Who Talk.
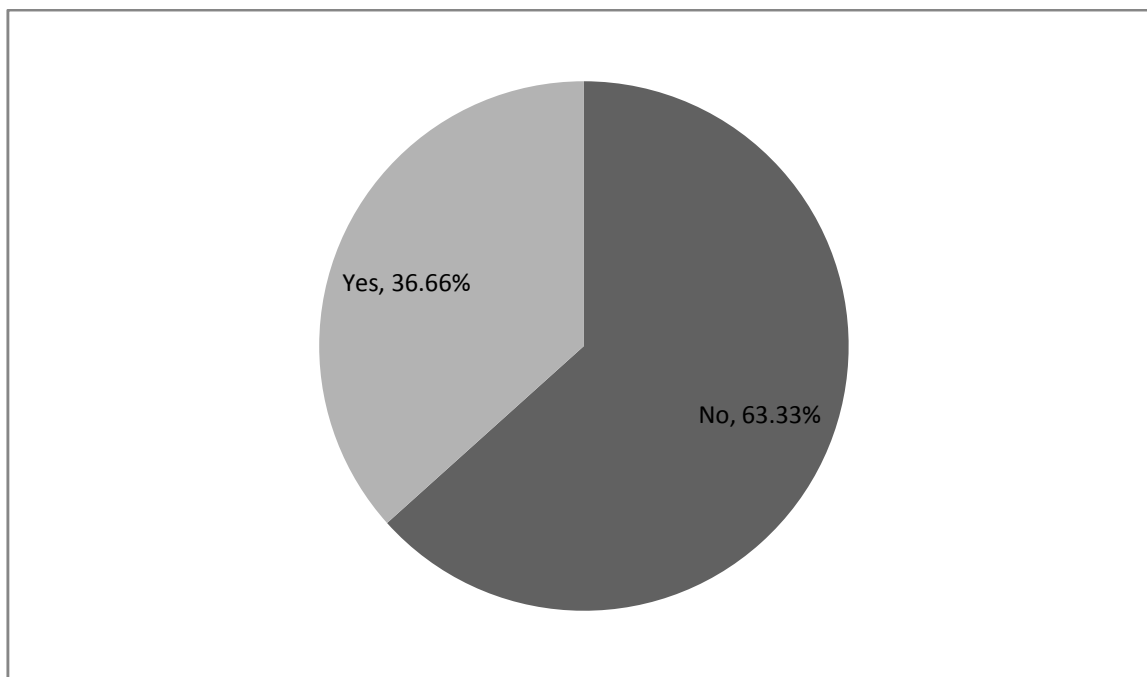
Figure 20: Teachers' Views about the Necessity of Being Fluent for Learners Who Talk.

2.18. Do students who have good pronunciation possess forcefully a fluent tongue?

Another comparison is also needed to know about the teachers' views concerning the learners mastering another skill of speaking, rather than accuracy, and its relation with being fluent speakers. This skill is pronunciation, which is important in speaking, and the learners may show this skill in phonetics, which is the same case of the previous question. The answers show that (26, 66%) of the teachers agree that it is necessary that if the learners have a fluent tongue, they have a good pronunciation, and (73, 33%), which represents the majority of the teachers, do not agree that a fluent tongue is necessarily the result of having a good pronunciation. This indicates the same reason that there may exist some other psychological factors that have the powerful effect to direct the learners' fluency positively.

Teachers Choices	Frequency	Percentage
Yes	8	26.66 % .
No	22	73.33 %
Total	**30**	**100%**

Table 20: Teachers' Views about Learners Concerning the Necessity of Having a Fluent Tongue If Having Good Pronunciation.
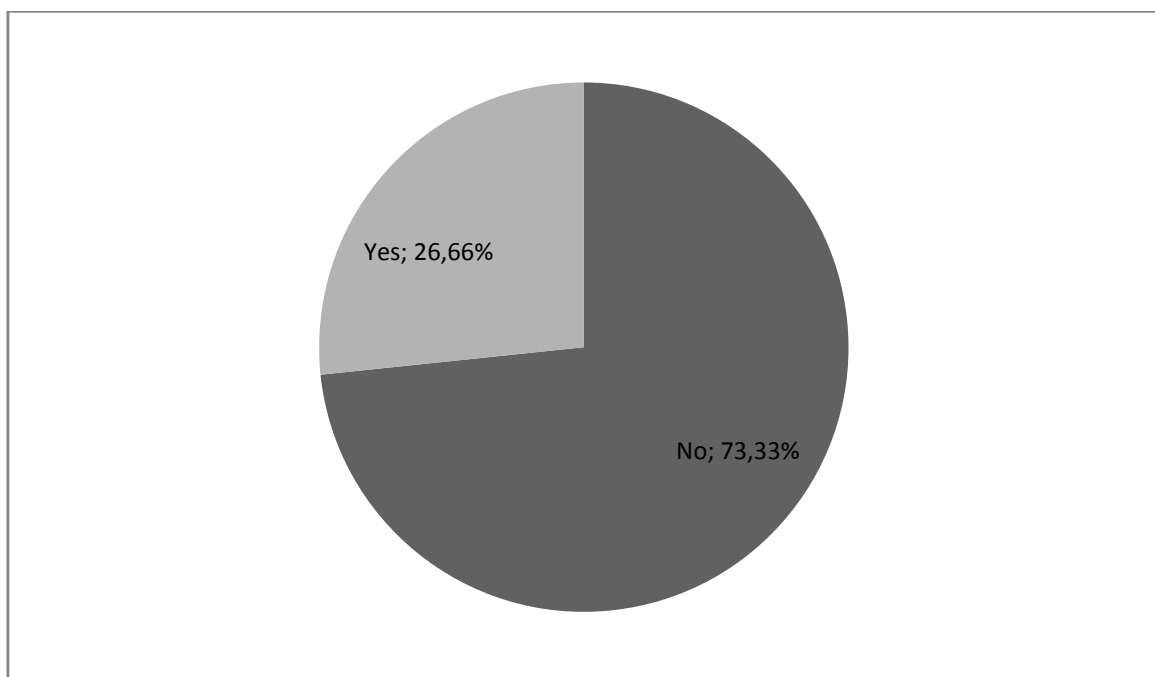
Figure 21: Teachers' Views about Learners Concerning the Necessity of Having a Fluent Tongue If Having Good Pronunciation.

3. Section Three of the Questionnaire Classroom Risk- Taking and Oral Fluency Questions:

Section three of the questionnaire is designed to probe the teachers' views about the role of classroom risk -taking in directing students' level of fluency in speaking. In this section, we are going to avoid general questions about the role of affective variables in learning, in general, and then in speaking, and more deeply in speaking fluency later, because

those questions were asked in the second section; so we find no need for their repetition since both parts talk about the affective factors of foreign language learners.

3.1. Do you think that learners' ability to take risks appears as an important individual difference for their success?

More directly, and more general, also, is the question about the teachers' opinions if the learners' ability to take risks can be seen as an important individual difference in their success, in order to ensure the role of these affective variables in learning, in general, according to the teachers' experience shown in their answers. The results we get show that almost all the teachers agree that the learners' ability to take risks appears as an important individual difference for their success with a percentage of (90%). The result obtained from the rest three teachers who represent only (10%), is the reason of the teachers' thought that if the learners are not risk -takers, they may have good marks in examinations, which is the case of many inhibited learners, who find answering in papers silently safer, and a less provoking situation for the learners, or the teachers' reactions in case of wrong replies. However, it is very important to notice that this question in general in terms of speaking about learners' success in general and not only speaking in particular.

Teachers Views	Frequency	Percentage
yes	27	90 %
No	3	10 %
Total	**30**	**100 %**

Table 21: Teachers' Opinions about the Role of Taking Risks as an Important Individual Difference for Learners' Success.
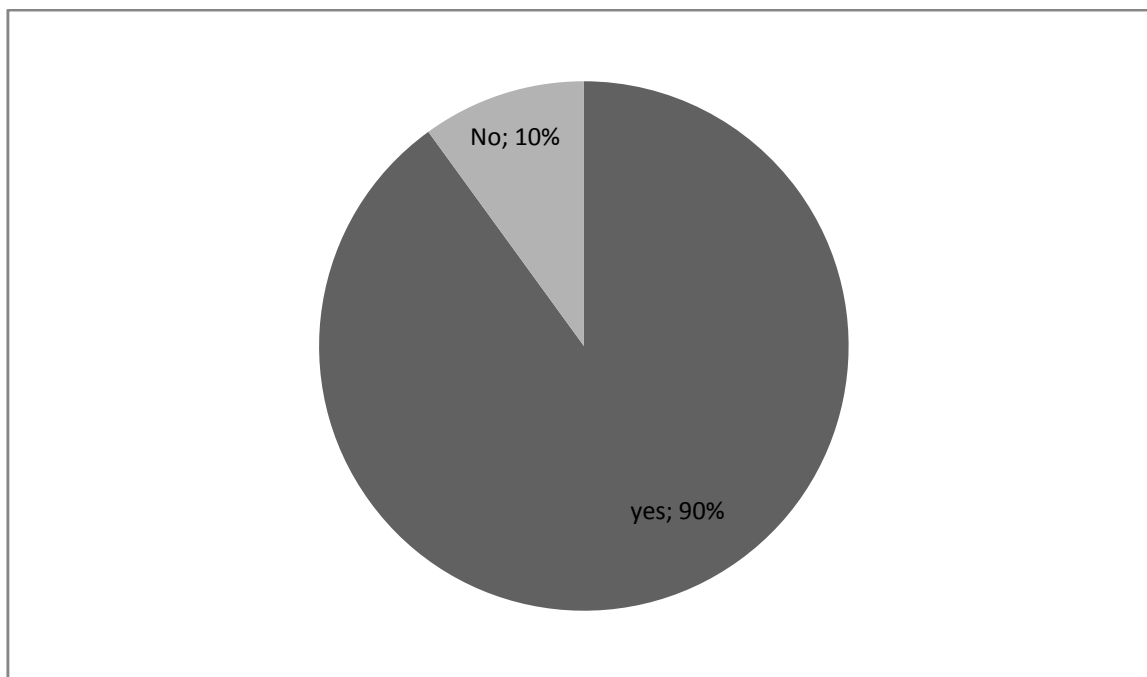
Figure 22: Teachers' Opinions about the Role of Taking Risks as an Important Individual Difference for Learners' Success.

3.2. Do you think that risk-taking behaviours facilitate foreign language speaking acquisition?

Then, a more direct question, but a less general one, in comparison with the previous question, is to know about the teachers' attitudes for the role of risk -taking behaviours that learners adopt in facilitating speaking particularly, and not in facilitating learning in general, like in the previous question. The answers are already inferred by us, from our observation in the previous analysis of the previous answers, and this inference is confirmed by the following analysis of data, (100%) of the teachers agree that risk-taking behaviour facilitates foreign language speaking acquisition. The teachers' experiences with the learners who are risk- takers are crystal clear that risk taker learners speak better than reluctant ones, because if learners stay silent, this will reduce their practice in the classroom, which is an important method to learn speaking, in particular.

Teachers Opinions	Frequency	Percentage
agree	30	100 %
disagree	0	0 %
Total	30	100 %

Table 22: Teachers' Opinions about the Role of Risk- taking Behaviors in Facilitating Speaking Acquisition.
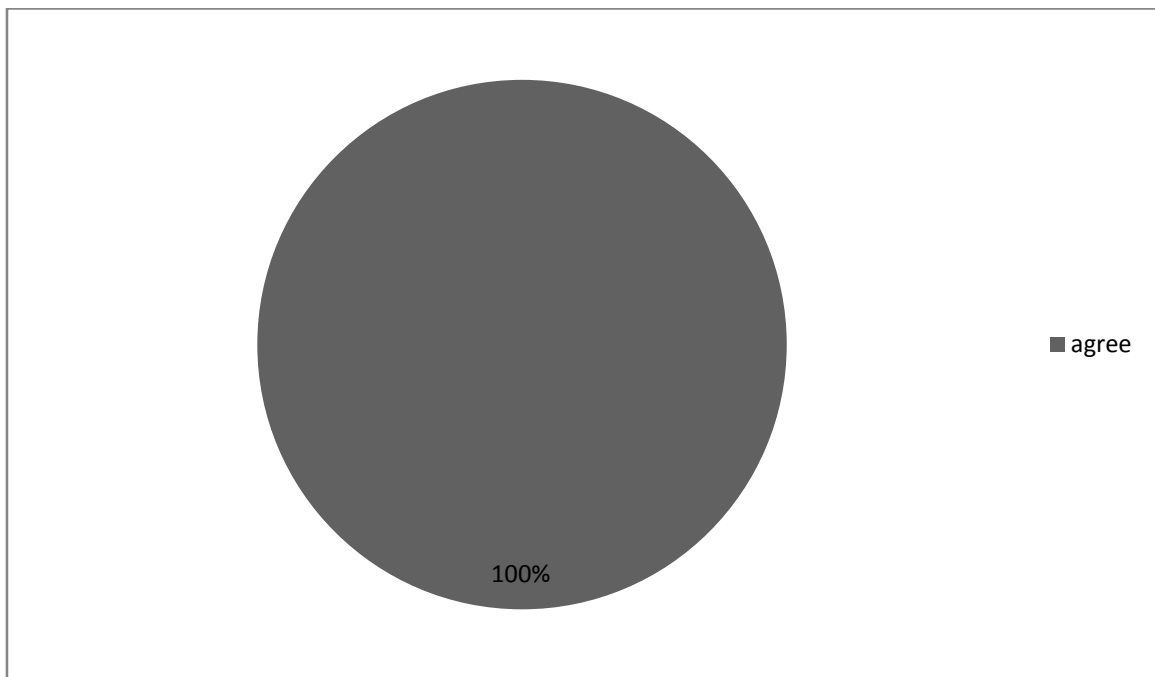
Figure 23: Teachers' Opinions about the Role of Risk- taking Behaviors in Facilitating Speaking Acquisition.

3.3. Do you think that students who participate in oral sessions fluently are more risk takers than others are in the class?

Following now, is the least general, and the preciser question concerning whether risk taker students are more fluent than non-risk taker ones. In other words, if risk- taking as an affective factor can enhance speaking fluency, so according to the teachers' opinions, risk-

taker learners are more fluent than non-risk takers on the basis of the interpretation that (60 %) of teachers tick the yes alternative. The other (40 %) disagree that students who participate in oral sessions fluently are more risk- takers than others are in the class. In this question, the majority of the teachers confirm the previous question about risk- taking and speaking to show that the risk- taking behaviour is very important in speaking.

Teachers Opinions	Frequency	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

Table 23: Teachers' Views about Learners Who Participate If more Risk- takers Than Others.
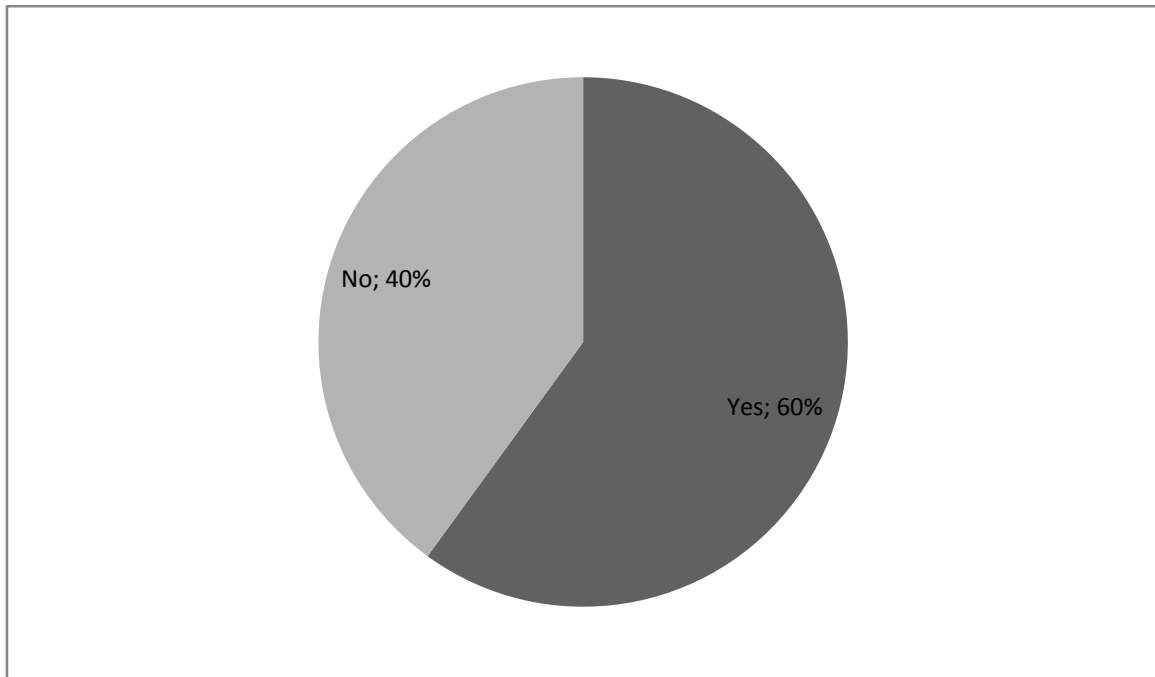
Figure 24: Teachers' Views about Learners Who Participate if more Risk- takers Than Others.

3.4. Do you often push your students to take risks in the classroom?

The role of the teacher in the classroom is not merely giving instructions, and explanations of the lesson elements, but, also, he chooses the methodology he follows to transfer his thought to the learners, among which his efforts to push learners to take risks in the classroom in speaking is another job a teacher performs, which represents this question. (76.66 %) of teachers agree that they always push their students to take risks in the classroom, and (23, 33 %) of the tutors state that they sometimes do, while (0 %) of teachers do not push their students to take risks in the classroom.

Teachers' Frequency	Frequency	Percentage
Always	23	76.66 %
Sometimes	7	23.33 %
Never	0	0 %
Total	**30**	**100 %**

Table 24: Teachers' Views about Pushing Learners to Talk.
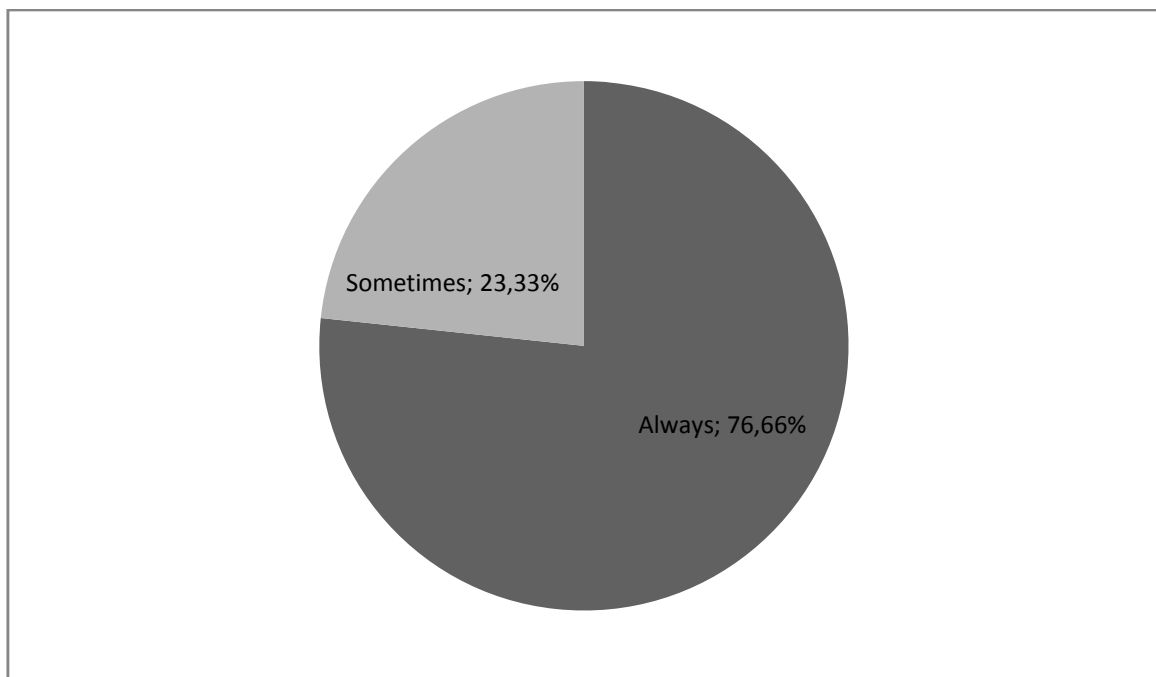
Figure 25: Teachers' Views about Pushing Learners to Talk.

3.5. Is there a dynamic correlation between learners' level of fluency and being risk takers in speaking?

Another way to ensure the teachers' observation about their previous attitudes in the previous questions, concerning the role of risk- taking and speaking fluency development. We ask them about the dynamic correlation between learners' level of fluency, and being risk takers in speaking, which is the same question with the previous one, but it is asked in two

different ways. The answers our teachers provide are: (60%) of them are with the statement that there is a dynamic correlation between learners' level of fluency and being risk takers in speaking, whereas (40%) of them do not agree with the statement. The results obtained from this question are in the direction of our hypothesis.

Teachers Opinions	Frequency	Percentage
Yes	18	60 %
No	12	40 %
Total	30	100 %

Table 25: Teachers' Opinions about the Dynamic Correlation between Learners' Level of Fluency and Being Risk- takers in Speaking.
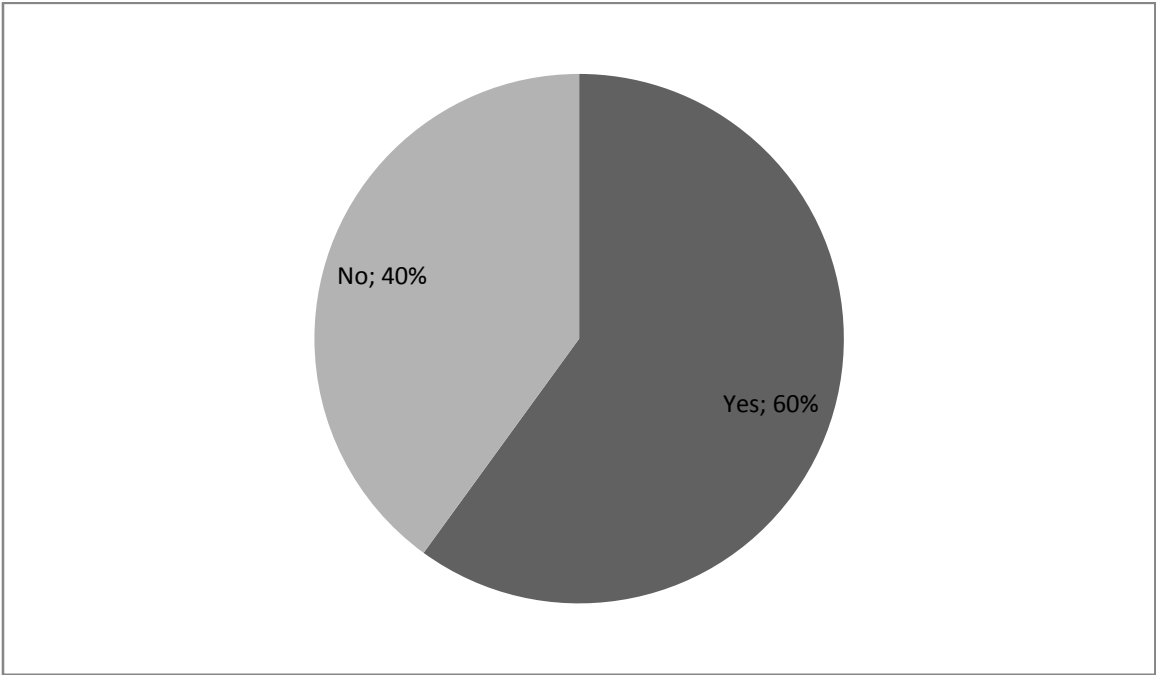
Figure 26: Teachers' Opinions about the Dynamic Correlation between Learners' Level of Fluency and Being Risk- takers in Speaking.

3.6. Are students who dare participating in oral sessions more fluent than are other passive students?

Active learners who dare participating in the classroom, regardless of what may face them as teachers and peers' reactions, and whether their answers are surely correct, in comparison with passive learners who either lack the linguistic competence to speak, or they cannot bear the failure they may face, are hypothesized, by us, to have two different results. That is the reason behind asking our experienced teachers to give us the truth of our assumptions. (76, 66 %) of our sample of teachers says that the students who dare participating in oral sessions, are more fluent than are other passive students, and (23, 33 %) state that the students who dare participating in oral sessions are less fluent than are other passive students.

The word dare, in this question, is a tricky one, to see whether the teachers consider the learners' participation as an activity, or they consider their contributions to be a difficult task that needs learners to be strong enough and even to be audacious.

Teachers Opinions	Frequency	Percentage
More fluent than are other passive students	23	76.66 %
Less fluent than are other passive students	7	23.33 %
Total	**30**	**100%**

Table 26: Teachers' Opinions about Learners Who Dare Participating in Oral Sessions If more Fluent Than Passive Ones.
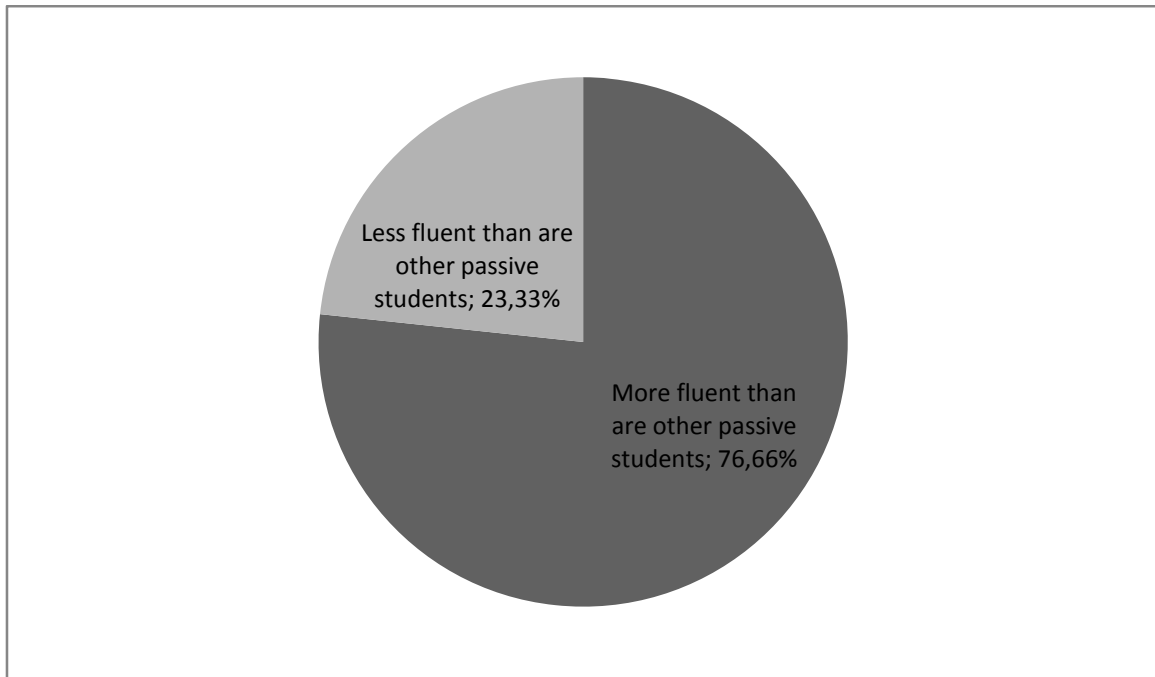
Figure 27: Teachers' Opinions about Learners Who Dare Participating in Oral Sessions If more Fluent Than Passive Ones.

3.7. Do you think that students who participate lot in the classroom are more fluent to expose their opinions or more audacious to expose their opinions?

The learners who participate a lot in the classroom are seen to be more audacious to expose their opinions according to the teachers' views, and according to what we find as data from their answers in which we find that (90%) of them agree about this statement, and only (10%) agree that the students who participate a lot in the classroom are more fluent to expose their opinions. Being audacious and goes with our hypothesis which states that risk- taking behaviour is very important in the students' talk.

Teachers Opinions	Frequency	Percentage
More fluent to expose their opinions	3	10%
More audacious to expose their opinions	27	90%
TOTAL	**30**	**100%**

Table 27: Teachers' Views about Learners Who Participate Lot.
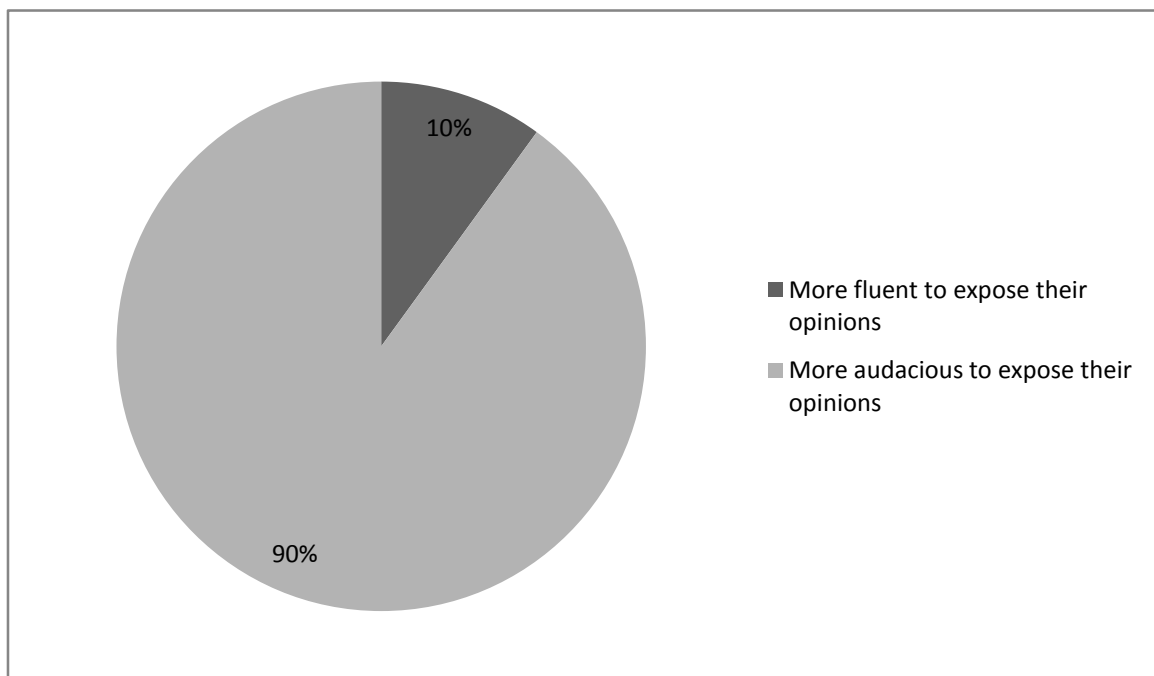
Figure 28: Teachers' Views about Learners Who Participate Lot.

3.8. If we (teachers) ignore learners' chances to participate in oral sessions for a certain period, will this fact reduce their fluency?

This question is, also, another way to confirm the previous answers to the previous questions, in which teachers are asked, according to their observation during the classroom sessions, whether ignoring the learners' chances to speak in the classroom, for any reason, for

a period of time will stand as an obstacle in learners' oral fluency level enhancement. This question shows that the learners will lose their fluency in speaking if they do not participate for a period of time; this is deduced from the answers of teachers who all agree with the statement with a percentage of (100%).

Teachers, who reduce learners' chances to participate, reduce also their chances to be risk takers and present their ideas. this may happen if teachers use a lot of passive listening, or if they talk most of the time instead of learners, or also if they do not provide chances for students to practise like conducting discussions, or role plays, or any other activity that provokes speaking.

Teachers' Views	Frequency	Percentage
yes	30	100 %
no	0	0 %
Total	**30**	**100 %**

Table 28: Teachers' Views about Ignoring Learners' Chances in Speaking for a Period If It Will Affect Their Fluency.
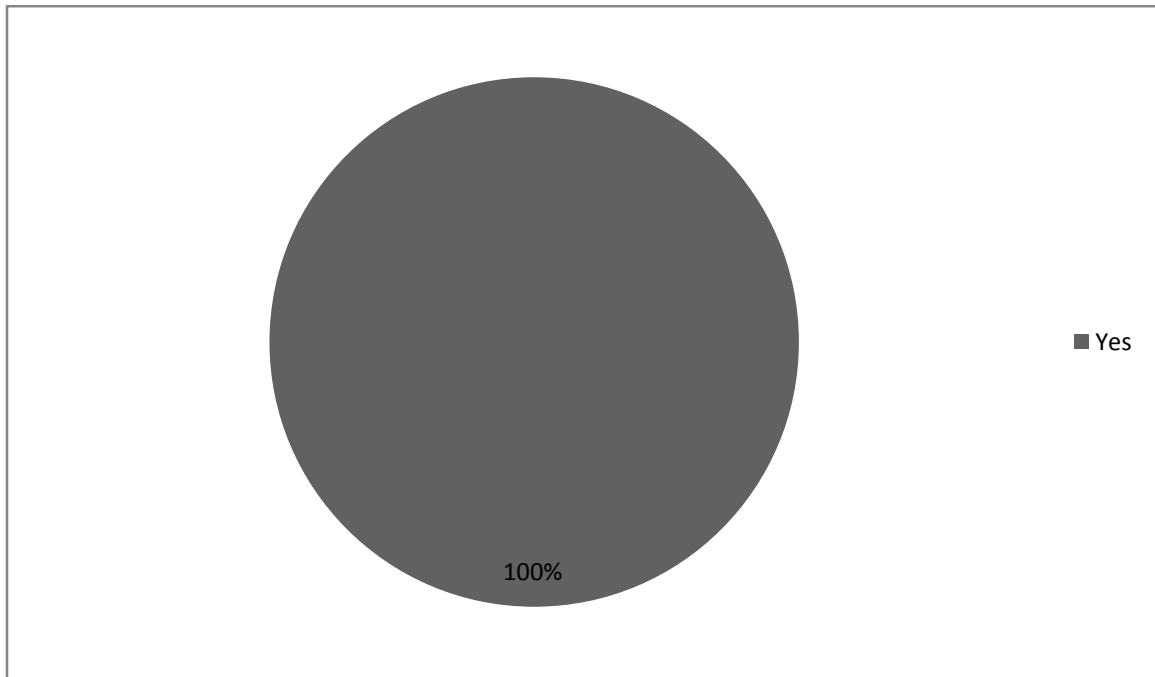
Figure 29: Teachers' Views about Ignoring Learners' Chances in Speaking for a Period If It Will Affect Their Fluency.

3.9. Do you notice that students who always participate since the beginning of the year will be found to show definitely more progression in oral fluency by the end of the year, or maintain the same level of fluency by the end of the year?

The repetition in doing anything leads the person to better doing it, because for each time he repeats it, he practices doing it, and this is the case of the learners who always participate, their participation enhances their level in the classroom. The learners' participation clearly needs them to be risk- takers, and this shows the role of risk- taking in learners' results at the end of the year. The answers of all the thirteen teachers in our sample, about this idea, are that the learners who always participate since the beginning of the year are found to show definitely more progression in oral fluency by the end of the year than those passive ones.

Teachers Opinions	Frequency	Percentage
Show definitely more progression in oral fluency by the end of the year	30	100 %
Maintain the same level of fluency by the end of the year	0	0 %
Total	**30**	**100 %**

Table 29: Teachers' Views about the Final Result of Learners Who Participate Since the Beginning of the Year.

100%

■ Show definitely more progression in oral fluency by the end of the year
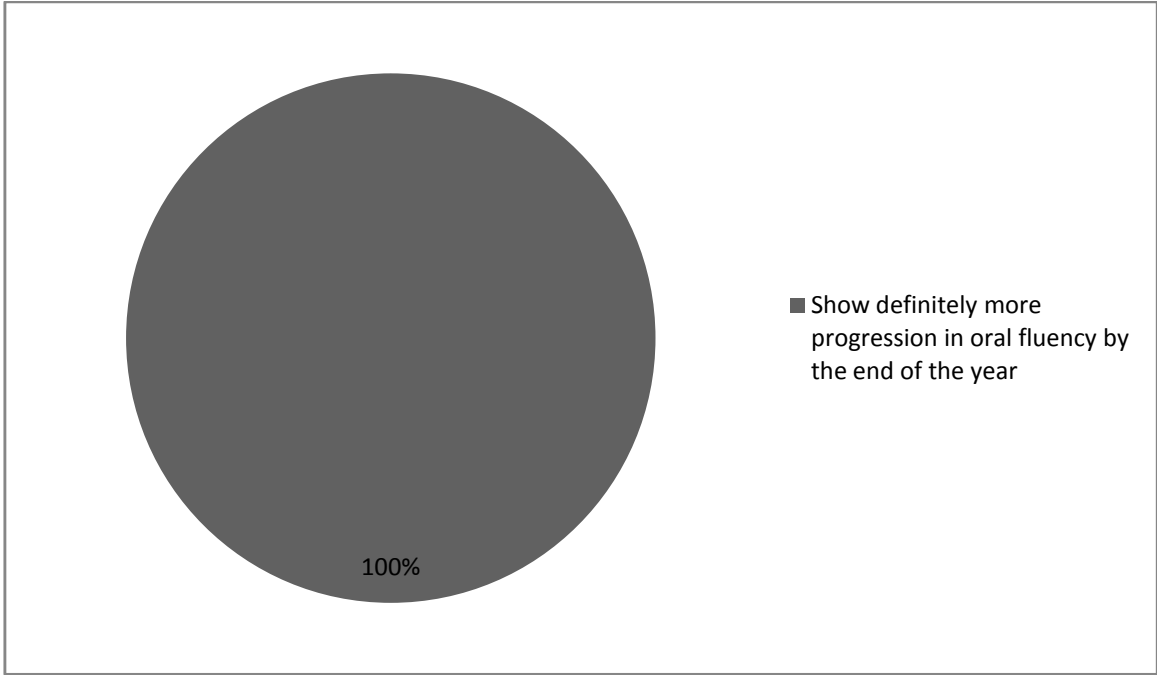
Figure 30: Teachers' Views about the Final Result of Learners Who Participate Since the Beginning of the Year.

Conclusion

In this chapter, we start with the first tool in the practical part which is the questionnaire. It is used, in our study, to know about the direction we have to draw concerning our hypothesis, whether the positive or the negative correlation between the anxiety and risk-taking variables from one side, and the speaking fluency variable from another side, according to teachers' perspectives. This investigation is conducted through the analysis and interpretation of the teachers' answers in the questionnaire we have designed. The results are put in tables, and then clarified in figures, besides their interpretation. By doing so, we deduce that the results obtained concerning the sample of the teachers are in the direction of our study's hypothesis. This is because the teachers' answers confirmed that. We can say, then, that classroom anxiety correlates negatively with foreign learners speaking fluency, and classroom risk- taking correlates positively with their oral fluency.

Many teachers agree about the importance of fluency in speaking a foreign language, as they state that the presence of anxiety in learners' personality while speaking the foreign language will affect them negatively. The results we obtained, also, show that classroom risk-taking is a very important factor in facilitating the acquisition of foreign language speaking fluency.

In the coming chapter, we will discuss the results of the second tool (the interview) utilized in this study, to check the validity of our hypothesis.

Chapter Four: The Learners' Interview

Introduction

In the previous chapter, we have used the questionnaire for teachers, we analyzed, and interpreted it, and deduced that teachers' answers are in the direction of our stated hypothesis. The present chapter is designed to carry on our investigation about the hypothesis, to gather the necessary data, and their interpretation for the purpose of answering the research question, and confirming or disconfirming the hypothesis, by means of the learners' interview. In other words, the reason behind this chapter is to see if classroom anxiety and classroom risk- taking factors have an influence on speaking fluency, from the foreign language learners' perspective.

1. Research Participants

The sample refers to a small group from the whole population, in order to represent the population in a research (Brink, 1996). We worked with second year students at the Department of English, Mentouri University 1, with a sample of ninety (90) students, both males, and females from a whole population that reaches (540) learners. This sample is chosen from the population of second year learners because of some psychological beliefs that students in the second year will get accustomed to the University setting, and will be able to communicate better than first year students, as they will recognize their weaknesses and their strengths, after a whole year, where learners have some misunderstandings about the language they just started to study, especially that English is an easy language, and it only represents some simple grammar rules, as it is also believed that the oral learning skill is maybe the simplest skill learnt from the secondary school. First year learners seem to be somehow confused about their abilities, feeling and motivation in general toward that language. Whereas, learners, in their second year, and after a whole year recognizing their weaknesses, and strengths; in that year, they know better about their classroom

anxiety and classroom risk- taking in relation to their foreign speaking skill fluency, and speaking in general. Additionally, they will be able to communicate in our task, which is the interview, with less shyness, and thus more reliable answers.

2. The Interview

2.1. Definition of the Interview

The essential difference between an interview and a questionnaire is that in the former it is question of face to face interaction, and in the second the researcher uses written questions to know about the opinion of a given population. An interview for Kvale is "a conversation, whose purpose is to gather descriptions of the life-world of the interviewee" (1996, p. 174), where the informants "speak in their own voice and express their own thoughts and feelings" (Berg, 2007, p. 96).

Dörnyei has said that an interview must: "(a) flow naturally, and (b) it is rich in detail." (2007, p. 140). So, the interview must have organized questions that enable the learners to understand them clearly, i.e., the wording should be in plain language for the sake of getting the precise answer from the interviewee.

Channel and Kahn also contribute to the definition of the interview by saying that:

> A two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation. (1968, p. 147)

Thus, the interview is a written form of questions that must be uttered orally. It is read out to the interviewee, for the purpose of gathering the necessary information to test a hypothesis stated by the researcher.

2.2. Categories of Interviews

Structured interviews, unstructured interviews, semi structured interviews, and focus group ones are the types that have been mentioned by many researchers among them Alshenqeeti (2014).

Bryman, states that:

> A structured interview, sometimes called a standardized interview, entails the administration of an interview schedule by an interviewer. The aim is for all interviewees to be given exactly the same context of questioning. This means that each respondent receives exactly the same interview stimulus as any other. The goal of this style of interviewing is to ensure that interviewees' replies can be aggregated, and this can be achieved reliably only if those replies are in response to identical cues. Interviewers are supposed to read out questions exactly and in the same order as they are printed on the schedule. Questions are usually very specific and very often offer the interviewee a fixed range of answers (this type of question is often called closed, closed ended, pre-coded, or fixed choice). The structured interview is the typical form of interview in survey research. (2005, p. 210).

Thus, the structured interviews are very ordered and their questions are planned in advance, this kind of interviews need the questions to be close ones, which limit the interviewees liberty in expressing their answers toward the proposed questions.

The unstructured interviews are interviews that give the liberty for the teacher and the informants as well in the process of asking and answering the interview. This liberty is because the interview contains open ended questions that help both teachers and students to express themselves freely (Gubrium and Holstein, 2002).

The semi-structured interview "allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses" (Rubin & Rubin, 2005, p. 88). Corbetta explains semi-structured interviews as follows:

> The order in which the various topics are dealt with and the wording of the questions are left to the interviewer's discretion. Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask the questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation. (2003, p. 270)

From this quote, we deduce that the semi structured interviews are planned but not totally, they are planned in a partial way. In other words, the learners concerned can express themselves freely in this type of interview. And the interviewer can change the order of the questions as he likes, beside that he may support his questions with other spontaneous ones, or with explanations of the already existing questions.

The last category is named the focus group interview. Barbour & Schostak have defined it as:

An interviewing technique in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being 'focused' on a given topic (2005, p. 46).

This type of interviews interview the group on the whole and not individually.

2.3. The Purpose of the Interview

Interviewing requires that all information, in respondents' answers, to be explicit. As Dyer (1995, p.57) pointed out that "The aim of an interview is to draw from an interviewee a range of information which includes implicit knowledge. One of the aims of an interview may be to bring as much as possible of this implicit knowledge out into the open and to make it explicit".

The purpose of using an interview for learners, in this study, is to know about the learners' answers concerning the importance of classroom anxiety, and classroom risk- taking as two factors affecting producing foreign language speaking fluency, in a better way. Later, we will conduct two other questionnaires for the same sample of learners, one is used to probe their opinions about their anxiety status, and the other one is used in order to know about their degree of risk- taking. Furthermore, the sample of teachers also has received a questionnaire. Thus, for the purpose of avoiding using many questionnaires in our thesis, and also for the aim of creating diversity, we use an interview to add more probing of the opinions of our sample of students.

To know about our learners sample's opinions and beliefs toward its conscience, this is of great importance for our research. It enables the teacher to

understand to what extent learners are aware of the affective variables in learning, as it enables us to know whether students are affected by their emotional status, as to investigate if they are regarding it a big part to reach fluency in speaking, which will help the teachers to know the problems of learners as to know where they must concentrate in teaching, and whether teachers must provide a specific atmosphere, and if they ought to care more for their learners learning setting, and affective variables. In sum, it is a way to see in which way learners correlate speaking fluency enhancement to classroom anxiety and classroom risk- taking attitudes as two affective variables in learning.

2.4. Handling the Interview

The interview is constructed to know about learners' awareness and inside feeling toward foreign language speaking fluency. Students are given this interview along three weeks at the middle of the year (2012/2013). They are interviewed by the researcher group after group, because each group studies alone in a different hour and half an hour, i.e. each group studies 90 minutes that is different in days from the other groups. In addition, the groups are interviewed into two sections, because the interview is long, and one hour and half is not enough to finish the whole group. In doing this, we based ourselves on Sharp s remarks that is indeed important "to allow time for students to feel at ease during the interview, so interviews are timed to last at least 30 minutes." (1990, p.10).

We interviewed our sample student after student in the one group, in a calm laboratory, that is designed to study the oral expression module, and its location is far away from noise. These laboratories once closed, nothing can be heard from outside, that may interrupt us. Also, learners are given all the necessary time to talk and

complete the interview. We orally ask learners and learners answer us also orally too. We recorded their answers while they are talking.

The interview has both close questions, where answers are selected according to our suggestions, and open questions in which learners answer according to their own beliefs. If learners are stuck or feel shy to talk, the teacher helps in this dilemma by stimulating the learner with more talk and more questions to get involved again.

2.5. Description of the Interview

We put thirty- five questions in the interview. The interview is divided into three parts, the first part is designed to know about the students' general information as their age, gender, their choice of English domain, number of years studying English, their beliefs about their level, and the last question is about their preferable module. Zumbo says "it will aid the interpretation of the results if the sample does not have missing data" (1999, p. 27), the second and the third part are constructed to know about the learners' sample beliefs towards speaking fluency and affective factors. The second section will open the questions concerning the first affective variable, which is classroom anxiety, while the third section will end up with the second affective factors, namely classroom risk- taking.

The second part is precisely conducted about the relation between classroom anxiety and fluent talk of foreign language learners. It contains fifteen (15) questions about classroom anxiety. Some questions are open ones, and some others are closed ones. The third part is designed to know about the nature of the correlation of classroom risk- taking to fluency in foreign language speaking; it contains thirteen (13) questions.

The questions, in our interview, are designed in terms of a reversible strategy, form the general to the specific questions, and then from the specific to the preciser ones. In other words, we start by investigating about our sample of learners' views concerning learning and affective factors; then, we move to know about learners' awareness concerning speaking and anxiety; after that, we go more precisely to look for the learners' opinions concerning anxiety, and foreign language speaking fluency.

Thus, the interview is a very crucial instrument in this study. It allows knowing the areas that teachers must reinforce in learners, and where exactly they are to concentrate in teaching. Such a method (with a reversible strategy or technique: from the general to the specific, and the reverse way) will be of great interest for the area of learning, since it allows knowing about learners' opinions, if affective variables can help their foreign language speaking fluency enhancement or not.

2.6. The Interview Data Analysis

In order to collect data from the interview, we must classify them according to similar answers, in order to put their percentage in tables. The analysis of the data have given a great clarity about how learners consider fluency in speaking, and it clarifies to what extent it is important for them to depend on risk- taking and anxiety emotions to speak fluently.

2.7. Analysis of the Learners' Interview

We are going now to analyze the interview, divided into three sections. Section one (Q1- Q7), is designed to know about the learners' sample general information, which are: age, gender, choice of English domain, number of years

studying English, their beliefs about their level, and their preferable module. In section two (Q1- Q15), we interview our learners about learning speaking fluency, and the personality variable classroom anxiety. Section three (Q1- Q13), is designed to investigate the second affective variable which is classroom risk- taking, and learners foreign language fluent speech. Kitano has stated that the "speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers" (2001, p. 550), these three sections are seen, by the researcher, to have a great importance in sense that they can provide some substantial evidence for our hypothesis.

1. Section One: General Information

The first section is designed to know about the learners' opinions concerning their general background, through interviewing those learners using some direct questions about their age, their gender, whether English domain is their choice, number of years studying English, and how do they evaluate their English speaking level.

1.1. How old are you?

At the very beginning of the first part in the learners' interview, the researcher asked them about their age, although the variable of age is not included in the variables of our study, but for the aim of giving all the information concerning our sample of learners we ask this question.

A quick glimpse at the table in the next page will show that our sample, is dominated mostly by teenage students, with a variety of ages from 17 till 25 years old. In our sample of learners, (61, 11%) of it represents the age 18, which is believed to

have the normal age of any second year University student. A deep observation reveals that there is 1 subject who is 45 years old, it is a special case, because he is largely older than the other subjects; it can be his second field of study, or he may have repeated years.12 subjects making (13,33 %) of the whole population who are 17 years old are a bit younger, followed by the same percentage of subjects who are 19 years old. 2 subjects representing (2, 22 %) are 25 years old, they may have repeated one or two years and (8.88 %) of learners have 21 years old. Thus, about 88 of subjects constitute the average age for that second year students i.e. the greatest majority.

Age	Frequency	Percentage
17 years old	12	13.33 %
18 years old	55	61.11 %
19 years old	12	13.33 %
21 years old	8	8.88 %
25 years old	2	2.22 %
45 years old	1	1.11 %
Total	90	100 %

Table 30: Learners' Age.
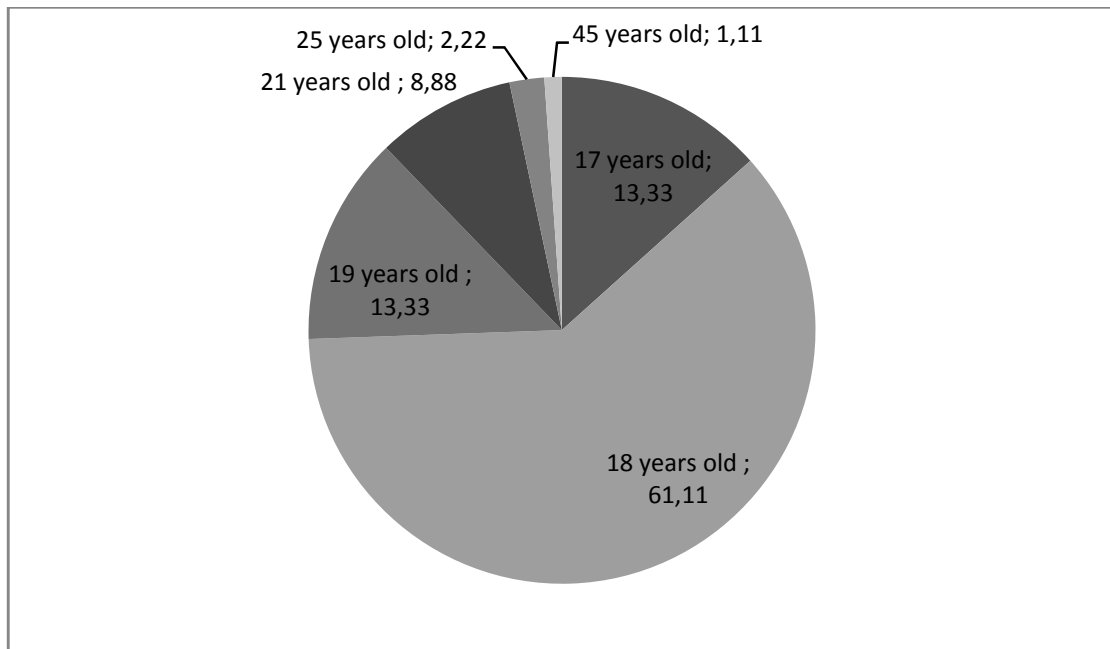
Figure 31: Learners' Age.

1.2. Specify your Gender

We carried on the second question about learners background information, inquiring for their gender. Here also, we should clarify that the variable of gender has nothing to do with our research variables, (i.e. we are not considering between sex differences in terms of fluency as related to the personality variables of anxiety and risk- taking), but we want to make things clear and give all the information concerning our sample for the reader and the researcher as well. Our sample of learners contains 55 girls, and 35 boys, representing (61, 11%), and (38, 88%) respectively. Girls dominate the sample of learners.

Gender	Frequency	Percentage
Male	35	38.88 %
Female	55	61.11 %
Total	90	100 %

Table 31: Learners' Gender.

; 0 ; 0

Male; 38,88%

Female; 61,11%
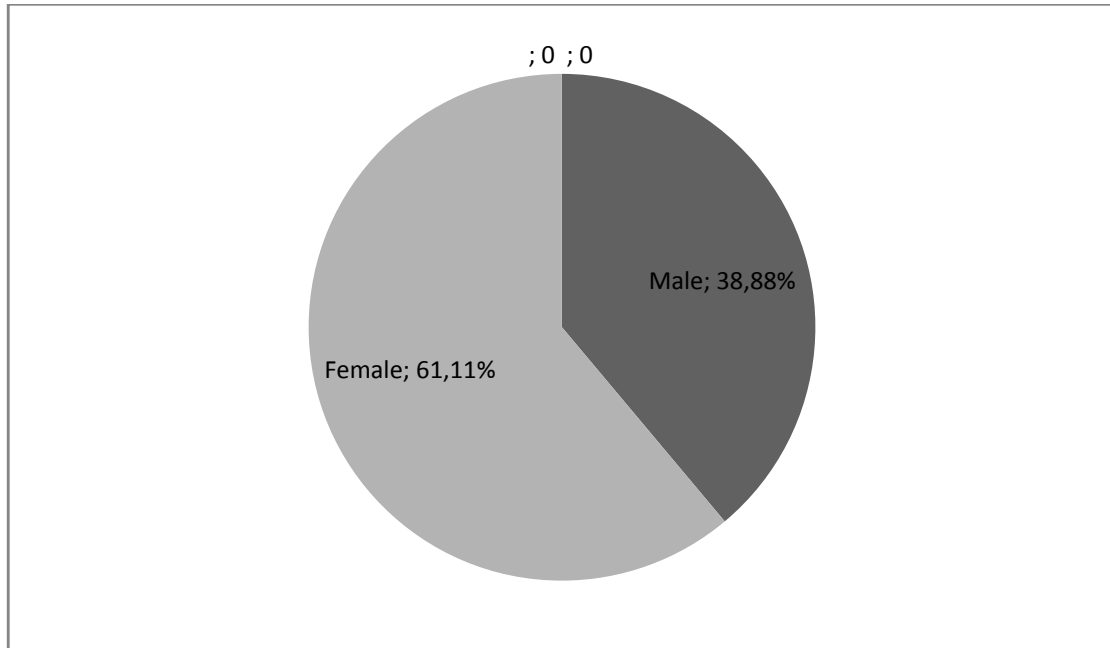
Figure 32: Learners' Gender

1.3. Is English Language your First Choice?

Then, we moved, in the same section, to ask learners whether the English language is their first choice to study, since we all know that the students are not always registered in a given area of study according to their own choices. This question is very important to the researcher because it allows knowing about the psychological status (motivation, especially) of our students to study the English language. The results show that 80 of our learners have chosen to study English as a branch, whereas, 10 of them have said that it is not their choice to study it.

Our learners in this study seem to have the desire to study this branch with a percentage of (88, 88%). This percentage is a powerful indicator about an important aspect of learners' personality, i.e. motivation for a desire to study the English language. Whereas only (11, 11%) stated that they have not chosen English as first choice.

138

English Language as a First Choice for Learners.	Frequency	Percentage
Yes	80	88.88 %
No	10	11.11 %
Total	90	100 %

Table 32: English Language as a First Choice for Learners.
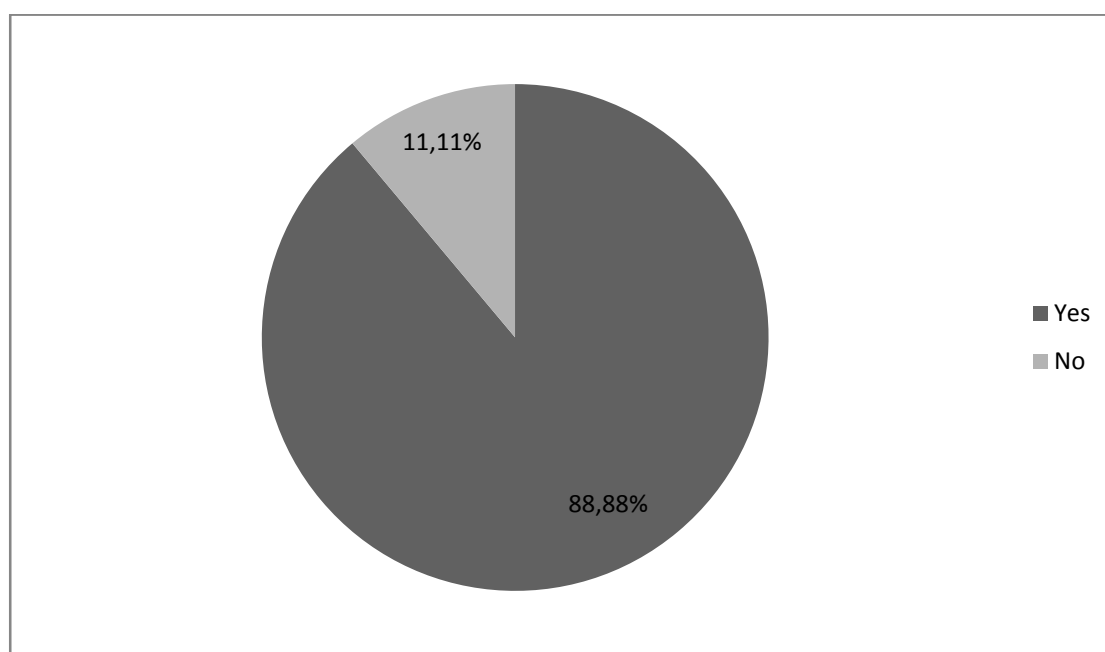
Figure 33: English Language as a First Choice for Learners.

1.4. Can you give more precision on that?

When asked to state the reasons behind choosing English as a field of study, our participants answered differently; (44.44 %) of the students say that what pushes them to make such a choice is that they like English because it is a universal language, (33.33%) of the students declare that their choice is determined by the

prospect of a future career as teachers. They find that a high degree in this field will increase chances to find a stable job, whereas the rest of our population (22.22 %) state that it is not their choice but state that it is either a second choice, or they are sent according to their average in the baccalaureate, or another reason that it is the choice of parents, here it becomes a matter of motivation. There are some students who could become highly motivated to study and do well in order to satisfy their parents, but there are those who are not motivated by this field. They consequently find difficulties in working hard in order to succeed.

Learners Reasons for choosing English Language	Frequency	Percentage
Students state that they like the English	40	44.44 %
Students choice is based on their future life and career	30	33.33 %
Students state that it is not their choice	20	22.22 %
Total	90	100 %

Table 33: Learners Reasons for Choosing English Language
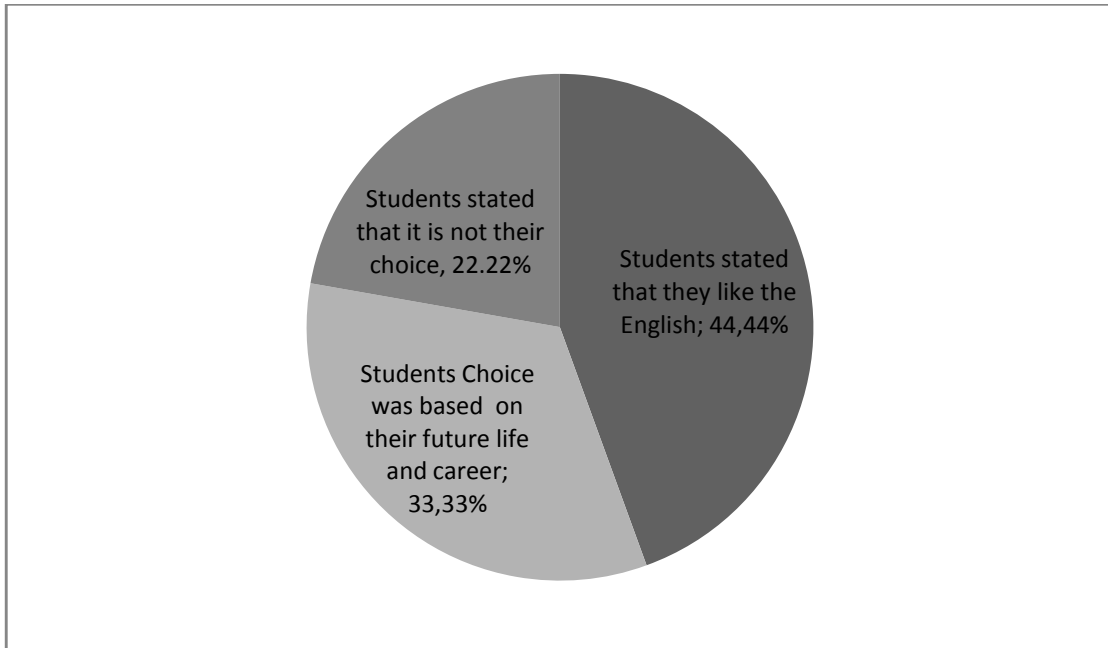
Figure 34: Learners Reasons for Choosing English Language

1.5. How long have you been studying English?

To give more information about our sample of subjects, we asked them about the number of years they have studied English. (97.77 %) of them studied it for 5 years, and only (2, 22 %) studied it for 7 years, this shows that they all have started learning it at almost the same year of study and for the same number of years.

Number of Years	Frequency	Percentage
5 years	88	97.77 %
7 years	2	2.22 %
Total	90	100 %

Table 34: Number of Years of Studying English.
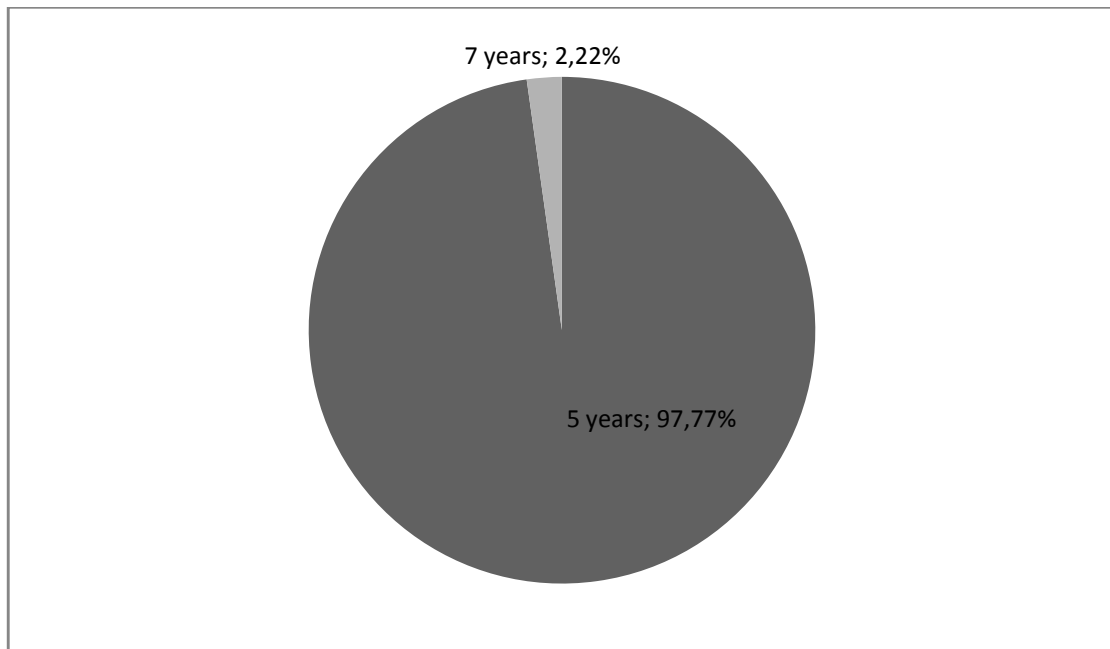
Figure 35: Number of Years of Studying English.

1.6. How do you consider your level in speaking English?

Another important question is how they consider their level in speaking English. The reasons behind our belief that it is a very important question is that it has a direct relation with our study. It is about how our sample of learners considers their level in speaking English in particular, and it gives us an idea about how learners view themselves in terms of their achievement. In other words, this question gives a first hint about any possible correlation between personality and learning, in particular, and for our case the possible correlation between classroom anxiety classroom and risk- taking as the independent variables, and learners' speaking English language fluency level as the dependent one. The answers are various and different in that we find (33, 33%) which is the highest percentage in the table below agree that they are weak. Then, another (33, 33%) agree that they are good. (20%) state that they consider themselves average. Only (13, 33%) declare that their level is very good.

Students' Consideration about their Level in Speaking	Frequency	Percentage
Very Good	12	13.33 %
Good	30	33.33 %
Average	18	20 %
Weak	30	33.33 %
Total	90	100 %

Table 35: Students' Consideration about Their Level in Speaking.
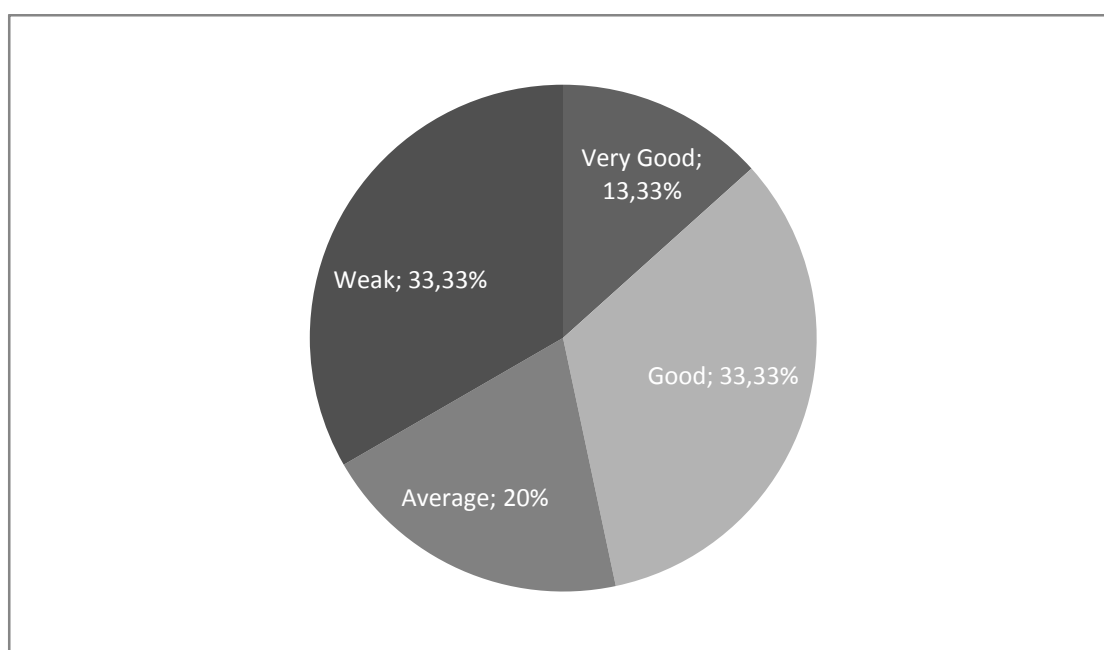
Figure 36: Students' Consideration about Their Level in Speaking.

1.7.What is the Module You like most?

The last question that we asked in this section is about learners' preferences in learning; namely, about what is the most favorable module for them, suggesting some modules that, we see, are different from each other, and eliminating other ones that we assume have a strong relation to one module among the modules proposed. For example, we do not propose the module of phonetics because the oral expression module has a strong relation to it, and we do not suggest civilization and literature

because the learners are considered passive ones, who only receive the information from the teacher like linguistics. Thus the aim, here, is the same, and we eliminate the grammar module because learners write a lot like in the written expression one. So, we put different modules in their aim and way of both teaching and learning them. Our aim is to count how many learners like the oral expression module because learners' preferences are very important, as their psychological side in learning. We deduced from the scores obtained that the oral expression module received the highest percentage which is (36, 66%) in which 33 students agree that they like it. Grammar and linguistics are the preferable modules of 40 students with equal percentages (22, 22%). Only 17 of them with a percentage of (18, 88%) mentioned that written expression module is their best module which represents the lowest percentage.

It seems that our learners really prefer, and like the module that needs interaction, and speaking, which makes us think about the solutions to make them good speakers, and the advice to put them on the right path for successful speaking fluency skill.

The Students' most preferable Module	Frequency	Percentage
Grammar	20	22.22 %
Linguistics	20	22.22 %
Oral expression	33	36.66 %
Written expression	17	18.88 %
Total	90	100 %

Table 36: The Students' Most Preferable Module.
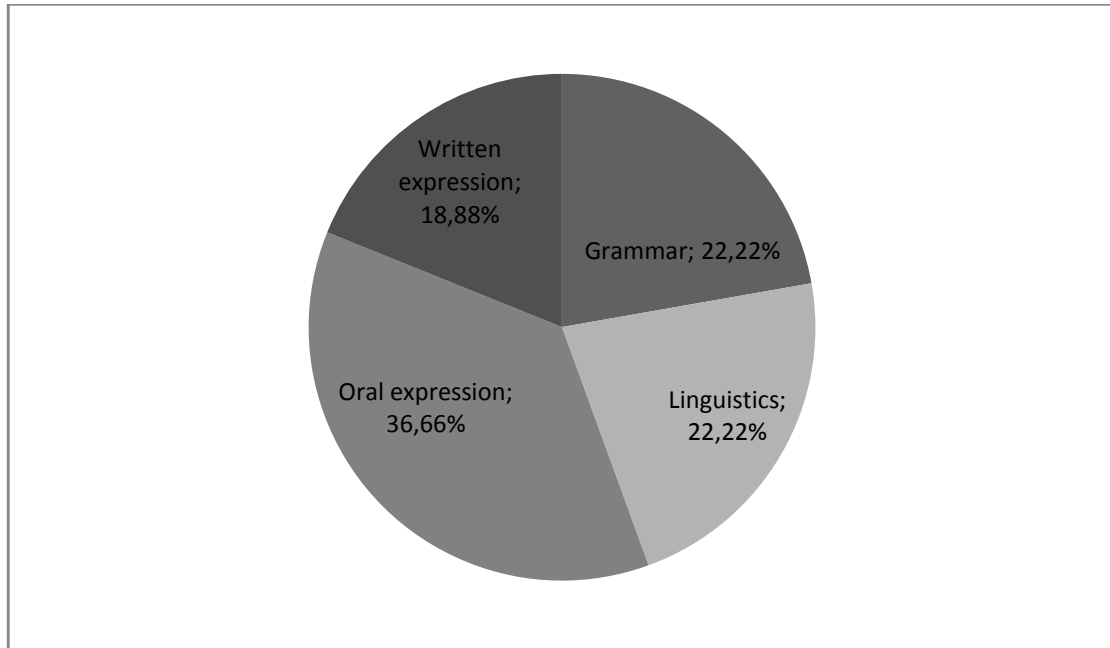
Figure 37: The Students' Most Preferable Module

2. Section 2: Classroom Anxiety and Speaking Fluency Questions.

This section is mainly directed for questioning the learners about their status of classroom anxiety, and their speaking fluency achievement, it is the first part that analyses the students' opinions about the first affective factor, which is classroom anxiety. The learners are interviewed one by one, to have all the necessary data.

2.1. In your opinion, is speaking a language an important component in the process of learning it?

The opening question of the second part goes, in the same direction, toward asking our leaners about their preferences in speaking English. It is another way to ask the last question, in the previous section, but in a more precise way, by asking directly about learners' opinions concerning whether speaking English is an important component in learning it as a whole. This question, also, has an important indication toward learners' awareness concerning the importance of speaking. We find that:

145

(94, 44 %) of students are all aware that speaking a language is a way to learn the speaking skill, whereas, 5 students do not agree about this fact, which represents only (5, 55 %) of the whole sample. The scores obtained make us think that if learners are conscious about the role of speaking, and why are they reluctant in talking, thinking again about the role of the leaners' affective variables in this state of affairs.

Learners' Opinions	Frequency	Percentage
Yes	85	94.44 %
No	5	5.55 %
Total	90	100 %

Table 37: Learners' Opinions about Speaking a Language as an Important Component in the Process of Learning It.
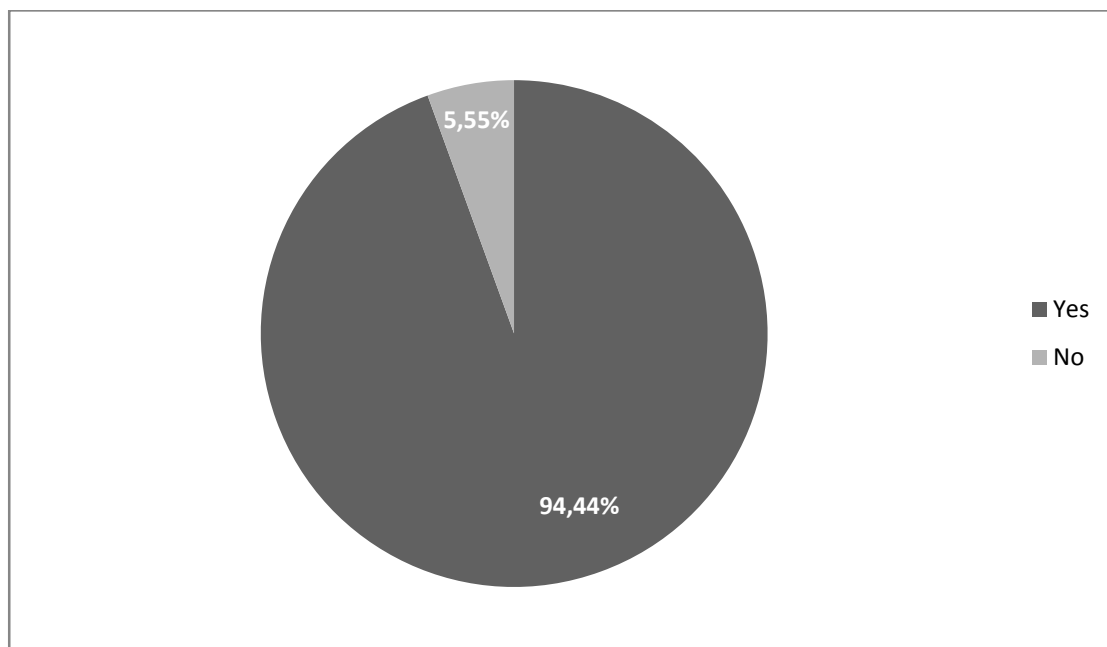
Figure 38: Learners' Opinions about Speaking a Language as an Important Component in the Process of Learning It.

2.2.Do you feel stressed in oral modules in comparison to other modules?

This question has a direct relation to the role of classroom anxiety in learning how to talk a foreign language. Feeling less relaxed means feeling stressed, but the word stressed may not be understood appropriately by the learners of the second year, especially, as an affective factor in speaking. If students are less comfortable in speaking, they must have some problems that we can detect in the coming questions. As we have seen in the previous questions, the majority of the learners in our sample like to study the oral English module, in comparison with other modules, but in that question 77 of them also feel stressed in the oral sessions, they are (85, 55 %) of the whole sample. (12,22 %) seem to feel relaxed according to their answers, those students who feels stressed from time to time were only (2,22 %) from our sample, which is indicated by only two learners. These percentages mean that the desire to learn speaking English does not prevent learners from feeling stressed in the classroom, which means that they need other factors to help them feel relaxed in the classroom like the atmosphere of the classroom, and they must learn how to ignore classmates' negative reactions.

Learners' Opinions	Frequency	Percentage
Yes	77	85.55 %
No	11	12.22 %
From time to time	2	2.22 %
Total	90	100 %

Table 38: Learners' Opinions about Feeling Stressed in Oral Modules in Comparison to Other Modules.
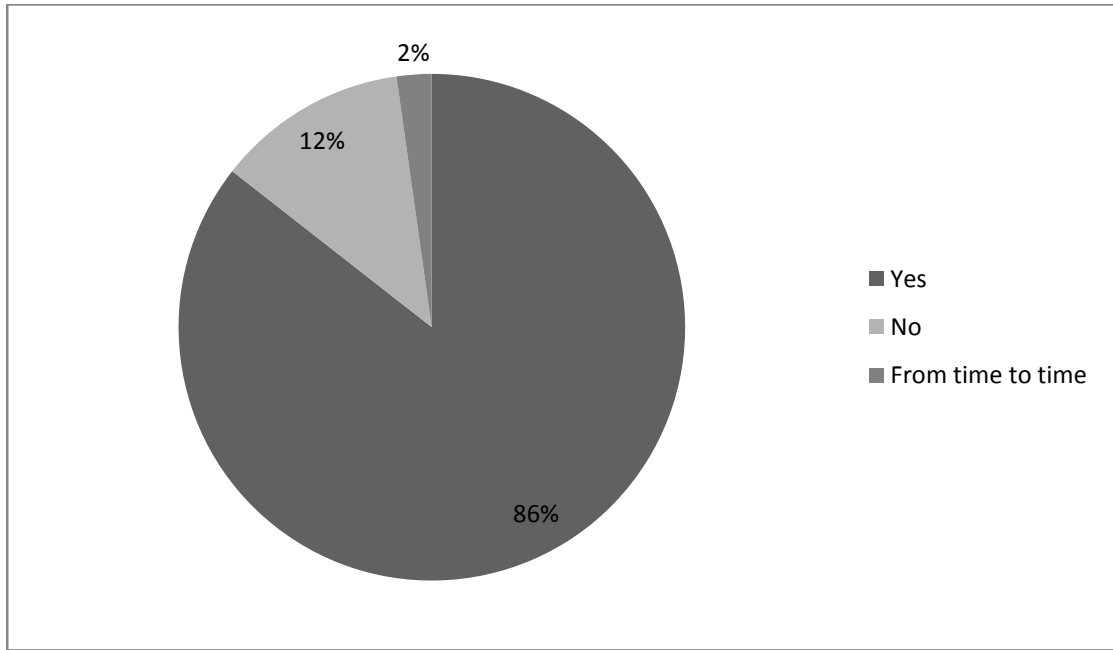
Figure 39: Learners' Opinions about Feeling Stressed in Oral Modules in Comparison to Other Modules

2.3.Do you communicate because you need to communicate or because you have the ability to communicate?

This question has very far indications in choices that seem near to each other in their meaning. The learners are asked whether they communicate because they need to, in other words; they need to communicate with whatever language they have, and it is not important for them whether they are convinced of their level, or not. The need to communicate which varies in its reasons, is the push to talk, whereas; having the ability to communicate means the student communicates because he has a good level, and convinced of his level in speaking English, in other words, he trusts himself. The reason they need to communicate received (14, 44 %), and the lion share in the answers' percentages is for those who say they communicate because they have the ability to communicate with a percentage of (85, 55 %).

148

Students' Reasons for Communication	Frequency	Percentage
You need to communicate	13	14.44 %
You have the ability to communicate	77	85.55 %
Total	90	100 %

Table 39: Students' Reasons for Communication.
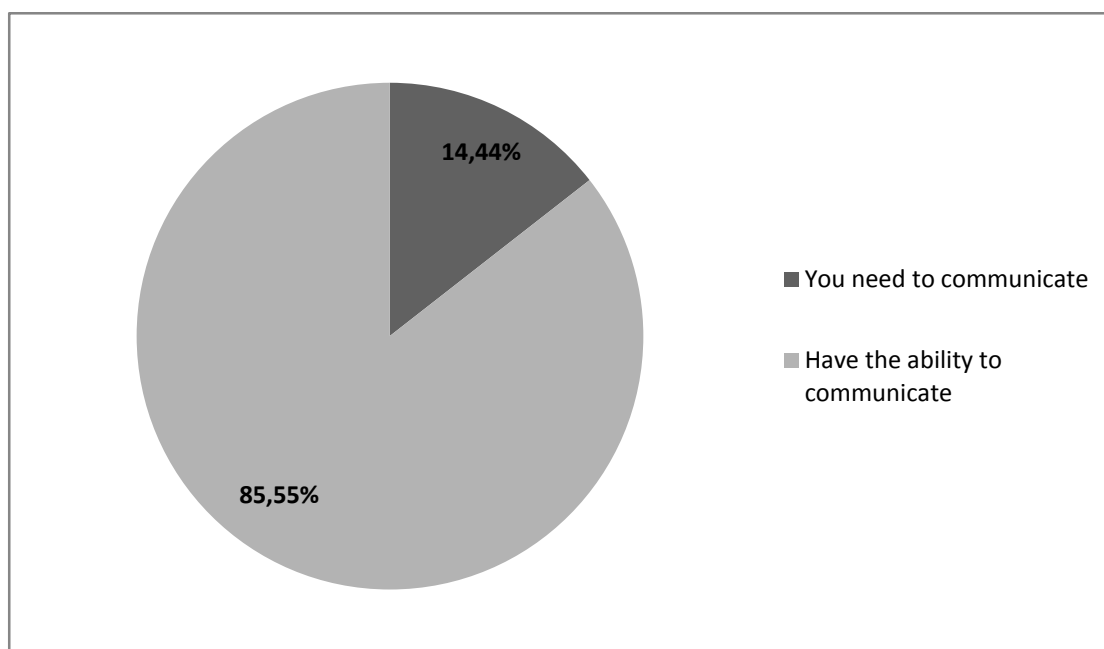
Figure 40: Students' Reasons for Communication.

2.4.Are there emotions inside you that push you to talk fluently?

The learners may encounter many problems when trying to speak English fluently. The emotions, which they feel, have some power in directing their achievement in speaking fluently, which is a strong reason behind either creating a problem in speaking or being the solution to develop it. This question is very general; we intended not to mention anxiety or risk- taking, in order to direct learners thinking

149

toward the role of their personality in learning rather than any other reason. The learners answers make us understand that almost half of the learners (47, 77%) have emotions that affect their speaking fluency, while (52, 22%) of them do not agree that the emotions or feeling they encounter in speaking maybe a reason behind their achievement in speaking.

Learners' Views	Frequency	Percentage
Yes	43	47.77 %
No	47	52.22 %
Total	90	100 %

Table 40: Learners' Views about the Existing of Emotions inside Them That Push Them to Talk Fluently.
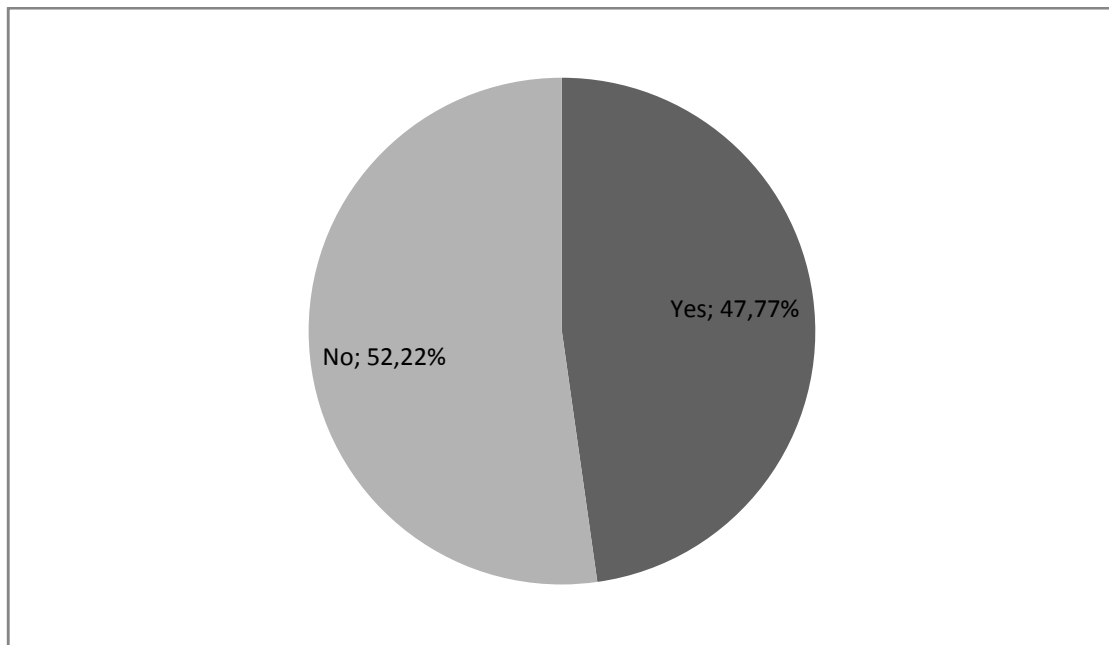
Figure 41: Learners' Views about the Existing of Emotions inside Them That Push Them to Talk Fluently.

2.5.Do you believe that being anxious can hinder how fluent you are?

We asked our learners, more particularly, about classroom anxiety in speaking. Here, we are precising an aspect of the affective factors or asking about one emotion and not all of them, namely, the classroom anxiety aspect, and its association with the foreign language learners speaking fluency, which is the aim of this second section. The learners answers show that all the learners (100%) agree that feeling anxious hinders speaking fluently. The previous question which is general maybe not clear enough for them, emotions maybe understood in many ways, but classroom anxiety seems to be clear for their comprehension.

The learners may have experienced this situation of being anxious, which results in non-fluent speech, whether this anxiety comes from the class members' reactions, or a status that accompanies them when the oral session comes.

Learners' Views	Frequency	Percentage
Yes	90	100 %
No	0	0 %
Total	90	100 %

Table 41: Learners' Views about Whether Anxiety Can Determine How Fluent They Are.

Yes; 100%
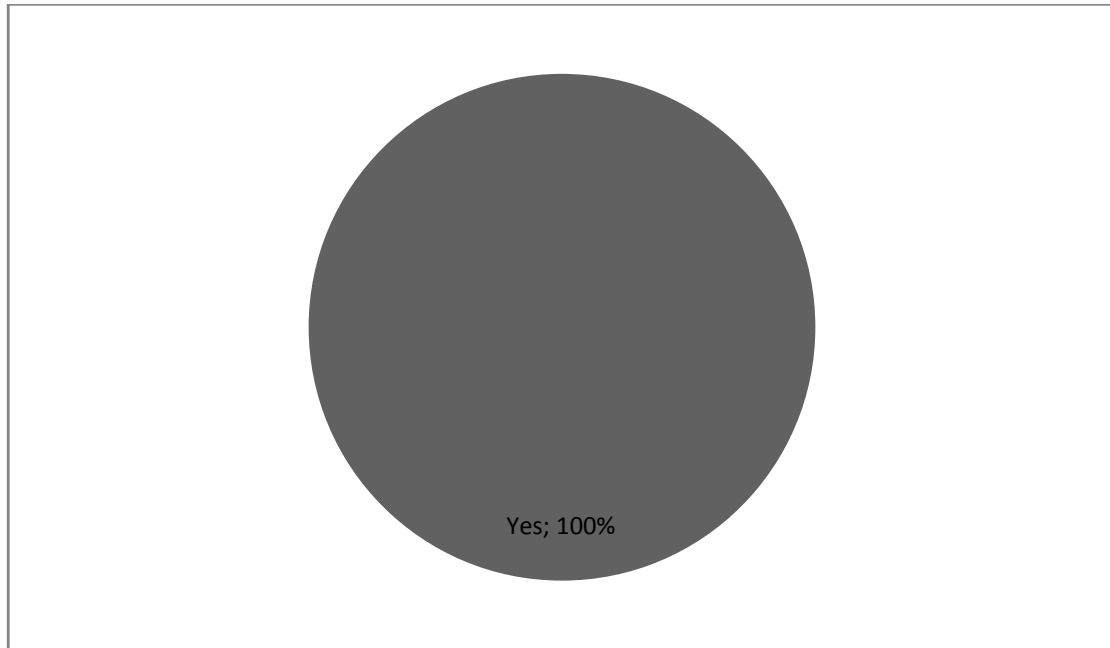
Figure 42: Learners' Views about Whether Anxiety Can Determine How Fluent They Are.

2.6.Do you have sufficient Time and Opportunities to talk in the Classroom Sessions?

The question is about our subjects' opinions concerning time offered for them, in their program, in studying the oral skill, whether they consider it sufficient or not, and whether they are given the necessary opportunities to practise their oral skill to speak in the classroom or not, as well. This question is to investigate if the reason behind learners low achievement is time constraints, or there are other factors that influence their failure in speaking, in addition to investigating whether learners need more time to develop their speaking achievement, since they have studied it in their first year, and they are able to decide whether two sections per week are enough to master the oral skill, or they need more time.

(63.33 %) of the answers show that the learners do not have many opportunities to talk, which means that two sessions per a week are not sufficient for

them, which reduces their chances to participate, especially in a country like Algeria, where the English language is considered a foreign language that is not used at all in the society. So, the classroom is the only place where students can speak this language. Besides, our learners need to learn more vocabulary of the foreign language, as they would like to be familiar with the foreign language to express themselves freely, but time limits make it difficult to reach. (36.66 %) put that two sessions are enough for them. The reason behind their answers is whether they try not to study a lot how to speak, and thus avoid speaking because they consider it a difficult task, in which they have lot of problems, or because they think that the program time is suitable as it is put by the administration which knows how to distribute the hours among the modules.

Learners' Views	Frequency	Percentage
Yes many	33	36.66 %
Not at all	57	63.33 %
Total	90	100 %

Table 42: Learners' Views about Having Sufficient Time and Opportunities to Talk in the Classroom Sessions.
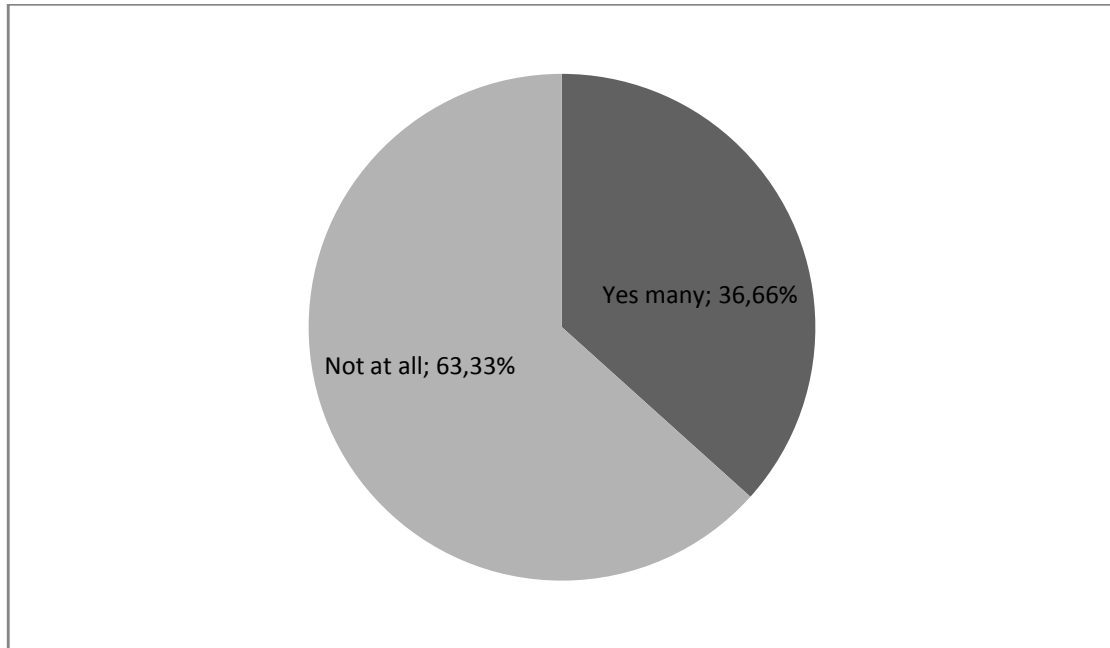
Figure 43: Learners' Views about Having Sufficient Time and Opportunities to Talk in the Classroom Sessions.

2.7.Do you participate in the oral expression session because you give answers with no mistakes or because you are fluent?

The aim behind this question is to confirm the results that have been yielded from the learners' answers in question number three, but in a more precise way, in which, we changed the ability to communicate with being fluent in speaking. Thus, the aim is the same and it is to know whether the reason behind learners' interaction in oral expression session is to give answers without mistakes, or because they are fluent learners. This makes us know the importance of fluency in learners' academic life, which helps in analyzing learners' needs. (92, 22 %) of the learners state that they participate because they give answers with no mistakes, and (7, 77 %) admit that fluency is the reason that motivates them to talk. This indicates that the majority of our learners are not conscious about the role of fluency in speaking.

154

Students' Reasons for Participation	Frequency	Percentage
You give answers with no mistakes	83	92.22 %
You are fluent	7	7.77 %
Total	90	100 %

Table 43: Students' Reasons for Participation.
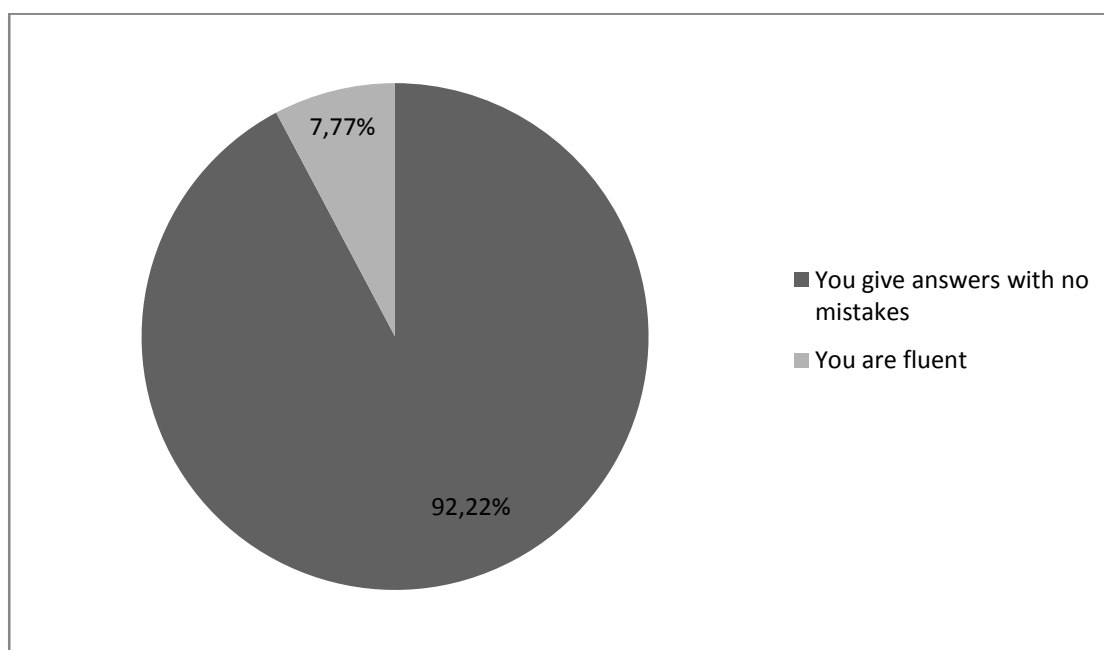
Figure 44: Students' Reasons for Participation.

2.8. Do you think that making mistakes during your participation helps you to be fluent or inhibits you from improving your fluency?

The goal behind this question is hidden, and it is to know about our learners' consciousness toward anxiety, by asking about mistakes committed during their talk, whether they hinder their success or the learners can tolerate them, and consider them

a way to be fluent students, who learn from their mistakes. (16, 66 %) of the learners agree that the mistakes committed during the oral expression module help them to be fluent speakers of the foreign language. This indicates that they do not feel anxious because of their mistakes, or they do not care about mistakes as opposed to other students, who are inhibited feel timid concerning their mistakes, do not feel comfortable, or they feel anxious, they are not conscious about the role of the absence of this personal affective factor in learning, (83, 33 %) of the sample state that mistakes inhibit them from improving their fluent talk. These data prove that the majority of the learners are not aware about the positive role of making mistakes.

Students' Views about Mistakes	Frequency	Percentage
Mistakes help you to be fluent	15	16.66 %
Mistakes inhibit you from improving your fluency	75	83.33 %
Total	90	100 %

Table 44: Students' Views about Mistakes Made During Speaking.

156
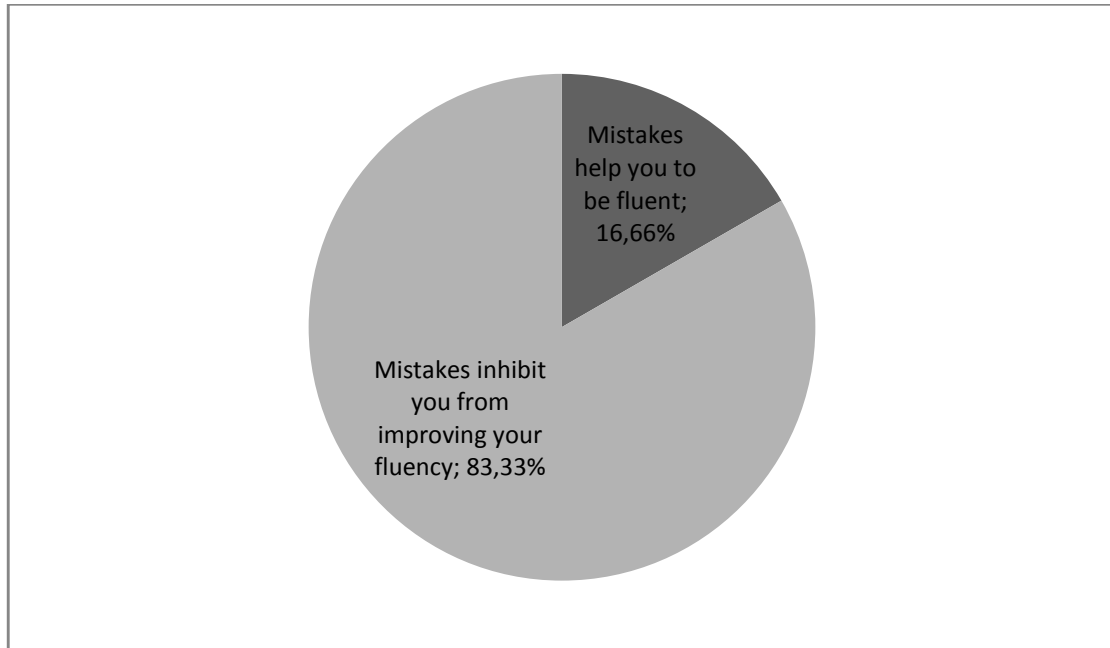
Figure 45: Students' Views about Mistakes Made During Speaking.

2.9. Do you speak fluently because you feel relaxed to communicate in the classroom?

This question is about the learners' status of comfort consequences when they communicate in the classroom, which means whether they have constant internal emotions of relax, which in return push them to be motivated in the classroom to communicate in a fluent way. This question's aim is to know whether the anxiety factor affects learners' fluency in speaking or not. So; the answers of our sample of subjects are expected because the previous questions gave us the way our learners think. So, we find that (100 %) of them agree that they speak fluently because they feel relaxed to communicate in the classroom, which is in the direction of our hypothesis.

Learners' Views	Frequency	Percentage
Yes	90	100 %
No	0	0 %
Total	90	100 %

Table 45: Learners' Views about Comfort to Communicate as a Reason to Be Fluent.
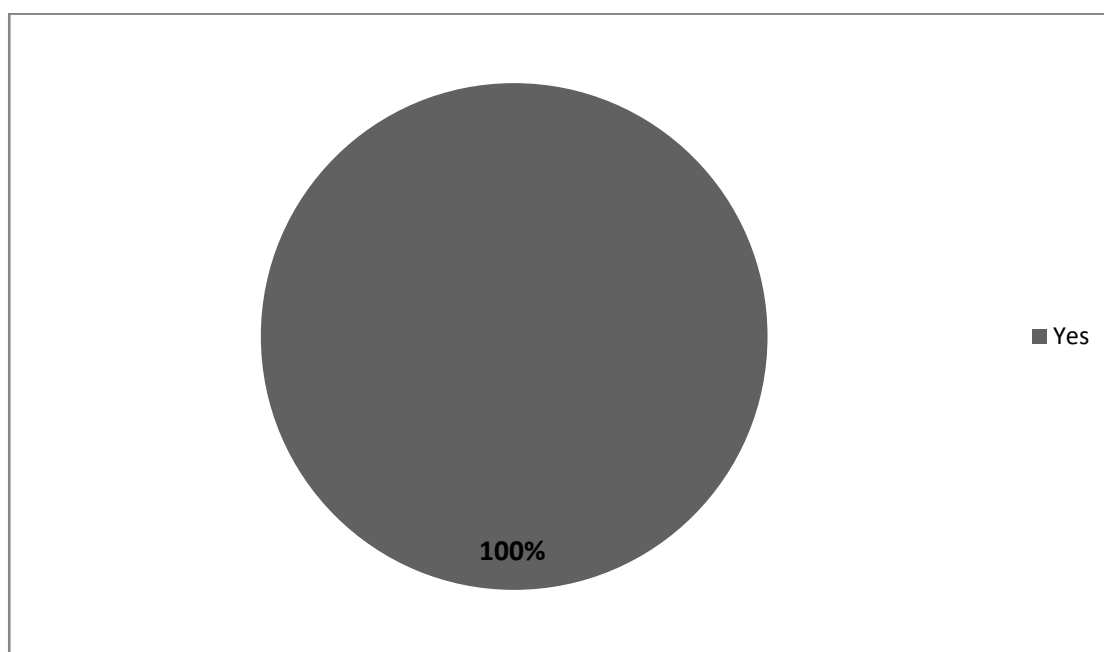
Figure 46: Learners' Views about Comfort to Communicate as a Reason to Be Fluent.

2.10.   Do you feel uncomfortable when using the Language orally once being criticized by your Teacher?

Anxious students get their feeling damaged quickly, once they are criticized by their teachers. This results in feeling uncomfortable in the session, and thus in being inhibited to talk so as to avoid the criticism, and to keep safe their comfort.

Thus; this question is to know about the learners' views concerning the effects of problems in their comfort, and extend them to their academic success in speaking fluently. The scores are as follows: (22, 22 %) feel uncomfortable when using the language orally once being criticized by the teacher, while (4, 44 %) are against this statement, (73, 33 %) which represents the highest percentage in the valuable scores state that it depends, which may depend on the criticism of the teacher if accepted or refused by the learners.

Learners' Feeling about Teachers' Criticism	Frequency	Percentage
Yes	20	22.22 %
No	4	4.44 %
It depends	66	73.33 %
Total	90	100 %

Table 46: Learners' Feeling about Teachers' Criticism.
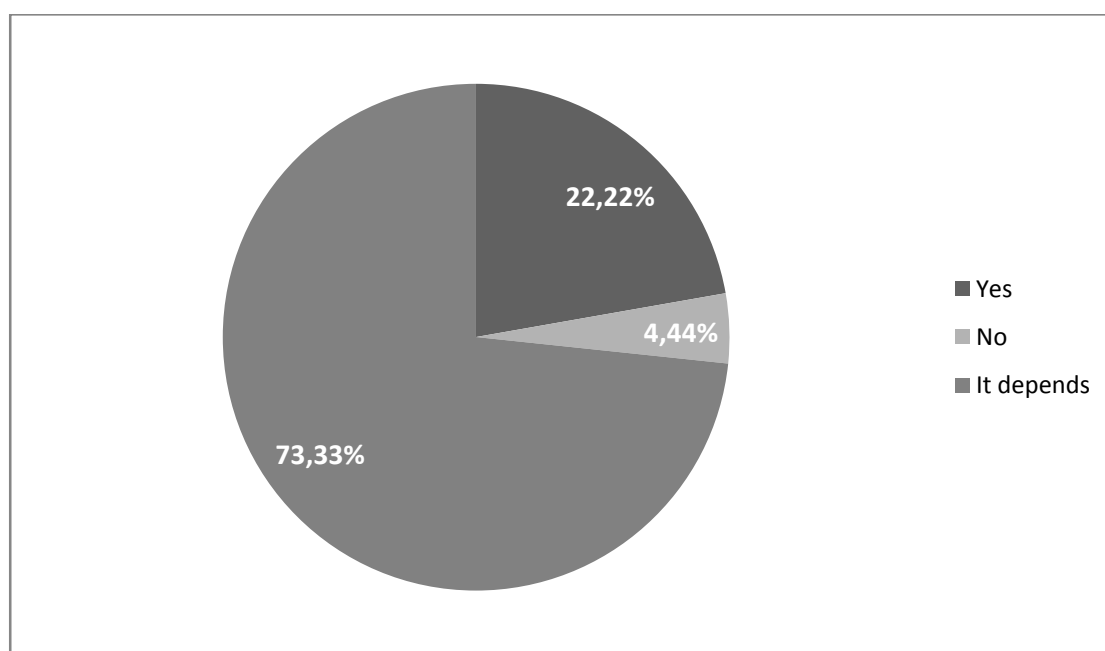
Figure 47: Learners' Feeling about Teachers' Criticism.

2.11. **Do you avoid being called by the Teacher if you feel you are not fluent enough to talk?**

Then, we move to ask our learners about their views for the role of fluency if it gives them a push to talk. In other words, this is to know about the role and the importance students handle toward fluency as an important aspect of speaking. If the learners are inhibited to participate each time they feel they are not fluent. This means they do not take risks too much and thus reduce their chances to practise. The answers show that (85, 55 %) of the learners do avoid being called by the teacher if they feel they are not fluent enough to talk, while (14, 44 %) ticked the no option. The analysis of the results puts us on the way to think that our students give fluency an important value. This makes us feel comfortable toward investigating the factors that contribute to its development. Another indication from those results is that the learners, once being called by their teachers, if not fluent enough create feeling of anxiety and uncomforted sense inside them. This feeling inhibits them from appearing in the speaking sessions.

Students' Opinions	Frequency	Percentage
Yes	77	85.55 %
No	13	14.44 %
Total	90	100 %

Table 47: Students' Opinions about Avoiding Being Called by the Teacher If They Feel They Are Not Fluent Enough to Talk.
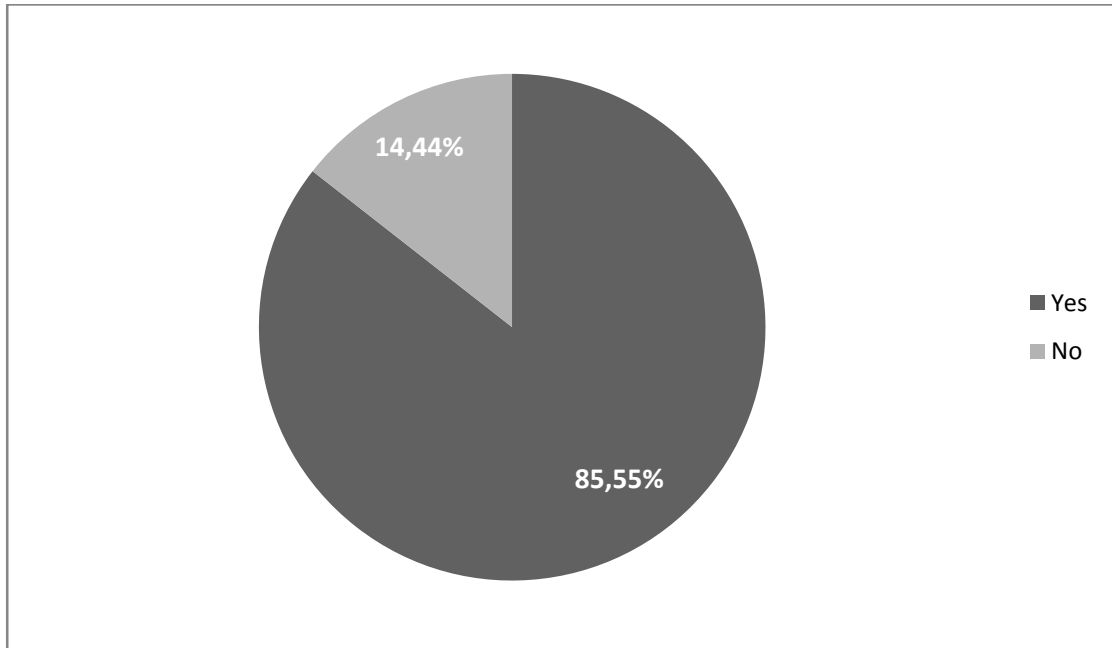
Figure 48: Students' Opinions about Avoiding Being Called by the Teacher If They Feel They Are Not Fluent Enough to Talk.

2.12.   Does Oral Fluency skills become Problematic when you feel nervous?

Feeling nervous is another expression to mean feeling less relaxed, which is asked in question number two, but it is very general about speaking, in general. In this question, however, only one aspect in speaking is pointed out, in which we ask about the results of feeling nervous while speaking fluently; if the learner feels nervous, and whether this affects the fluency in their talk or not. Feeling nervous causes feeling anxious and its relation with oral fluency production will be shown in the learners' answers. Our subjects confirm our expectations, because 88 of them state that the oral fluency skill becomes problematic when they feel nervous, and this encloses (97, 77 %) of the sample, whereas (2, 22 %) of the students do not agree that feeling nervous inhibits speaking fluently.

Learners' Views	Frequency	Percentage
Yes	88	97.77 %
No	2	2.22 %
Total	90	100 %

Table 48: Learners' Views about Fluency as Problematic When They Feel Nervous.
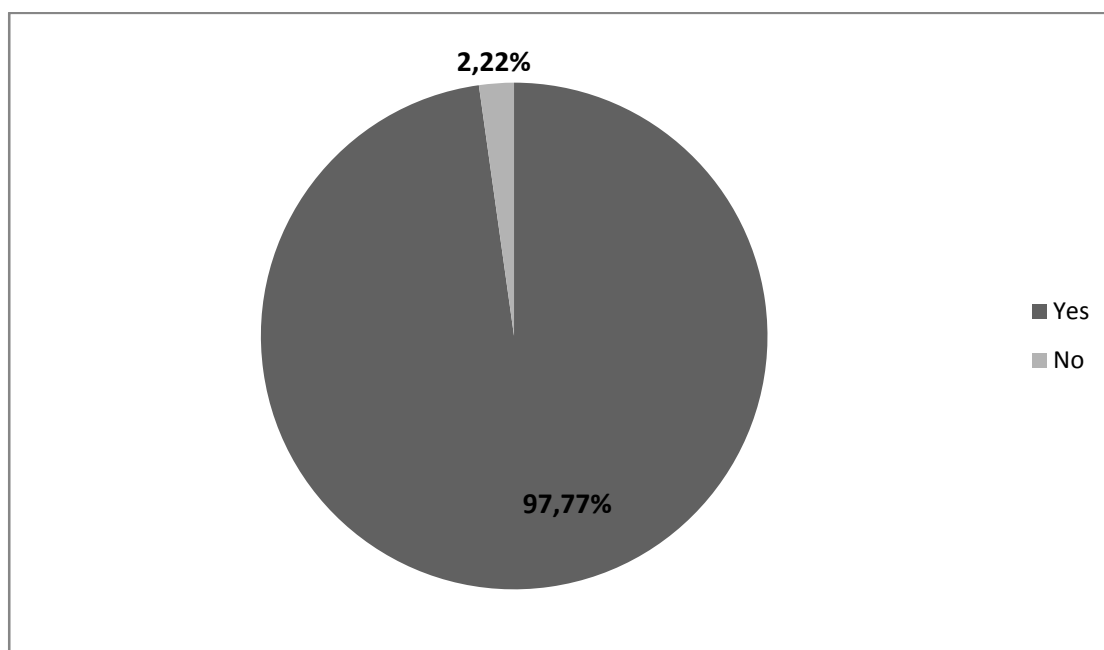
Figure 49: Learners' Views about Fluency as Problematic When They Feel Nervous.

2.13.   Do you shake and speak with Hesitations when talking to your Teacher?

Learners' hesitation in speaking with the teacher is the result of many reasons, among which learners' classroom anxiety can be one. The hesitation

162

phenomenon represents one indices of the lack of fluency in speech. The students are asked whether speaking with hesitation is the conclusion of the classroom anxiety feeling, to see the disadvantages of anxiety in being fluent, means high anxiety once talking with the teacher causes non fluent speech. After the data analysis, we find that (70 %) of the sample shakes and speaks with hesitations when talking to their teachers, which is in the direction of our hypothesis, but (30 %) say that talking to the teacher does not create problems of hesitation and shaking. We think that this former category of the learners has an excellent level in speaking that is why they speak with no problems.

Students' Hesitation once talking to their Teacher.	Frequency	Percentage
Yes	63	70 %
No	27	30 %
Total	90	100 %

Table 49: Students' Hesitation Once Talking to Their Teacher.
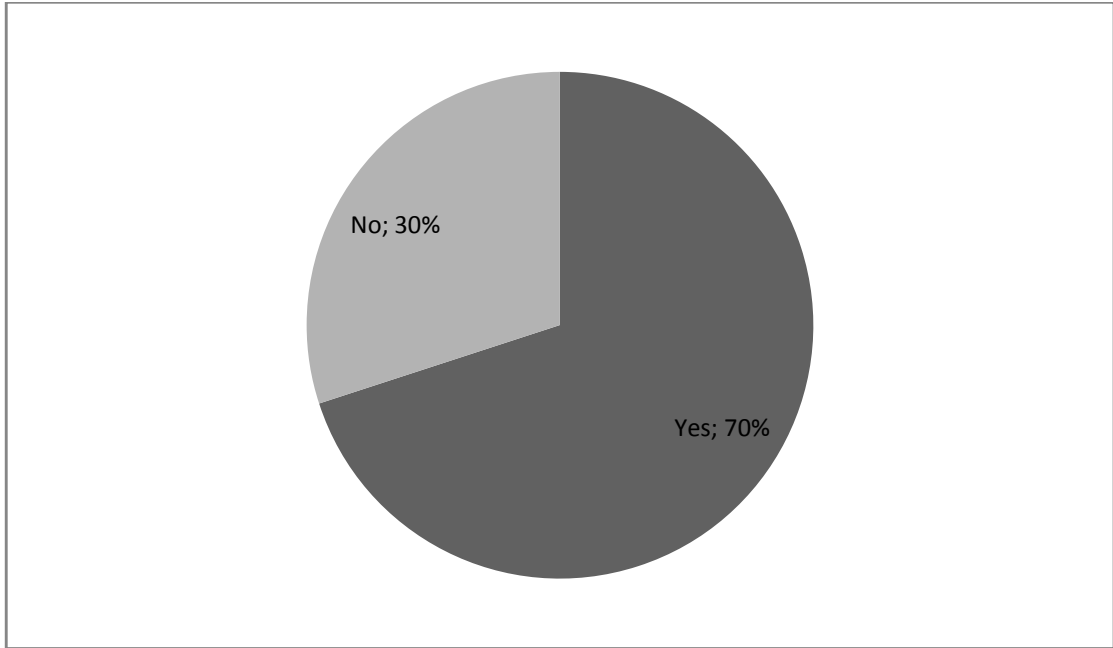
Figure 50: Students' Hesitation Once Talking to Their Teacher.

2.14.   Do you produce Stops in your speech if you feel will get disturbed?

Moving now to ask our learners about another index of speaking fluency shortness; this is to stop from time to time while feeling that they will get disturbed in delivering their talk to their classmates or teachers, either to think for the right words, or even the needed sentences. The stops, each time learners feel disturbed, which are the result of feeling disturbed will automatically be the consequence learners feel anxious to speak. The answers show that speaking with stops is really the outcome of feeling anxious, since (76, 66 %) of learners agree about this statement. The (23, 33 %) that stays does not agree. Learners' answers are in the same way our hypothesis is conducted.

Learners' Production of Stops	Frequency	Percentage
Yes	69	76.66 %
No	21	23.33 %
Total	90	100 %

Table 50: Learners' Production of Stops in Their Speech When They Fear Talking to Their Classmates.
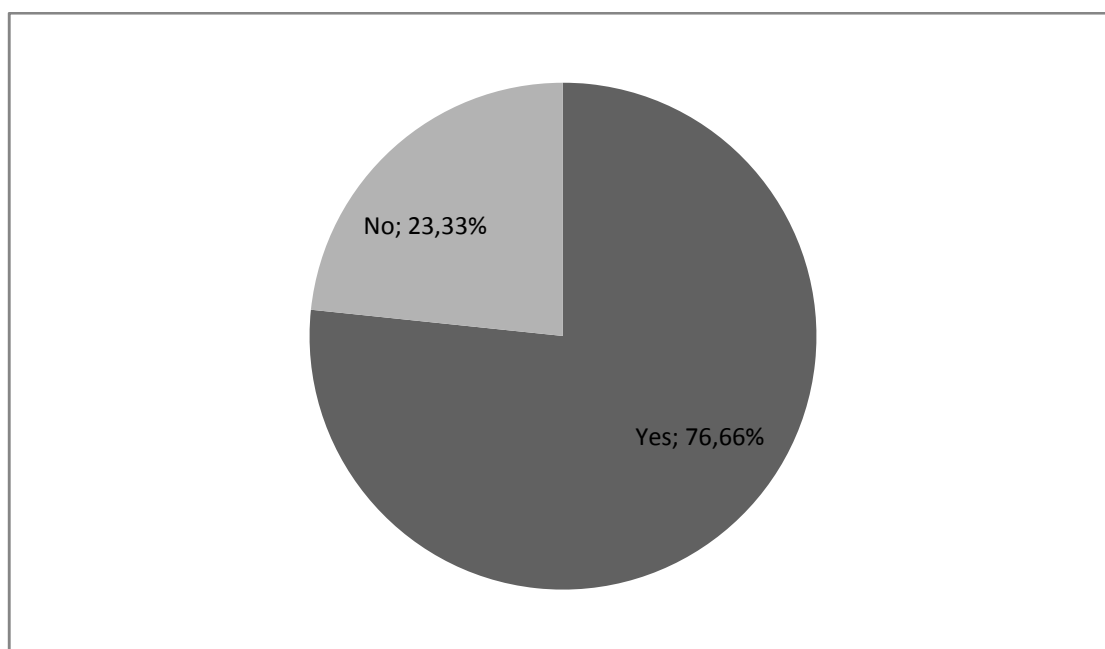
Figure 51: Learners' Production of Stops in Their Speech When They Fear Talking to Their Classmates.

2.15.   Do you believe that fluency development needs working hard to surely improve it or it is a matter of luck or an inborn capacity?

The last stated question that ends this section is about our sample of subjects' opinions, whether they regard working hard improves their fluency, which is the belief that they can reach what they desire if they make efforts, which also means, in

our case that feeling anxious is not an inborn variable in their personality, or they contemplate it as an inborn capacity that learners can never change. This represents the learners with a continuous feeling anxiety; or the opposite students who do not believe that anxiety is only a status that a person can control, but an inborn capacity that accompanies the person along his academic life. This hinders the learners to work hard to develop their weaknesses, which in return, affects their academic level, in general. The results show that (88,88 %) of students agree that working hard on their fluency will surely improve it, which is in the same direction of our hypothesis. Ten learners consider success in the fluency aspect a matter of luck and an inborn capacity with a percentage of (11, 11 %).

Learners' Attitudes toward Anxiety	Frequency	Percentage
Working hard on your fluency will surely improve it	80	88.88 %
A matter of luck or an inborn capacity	10	11.11 %
Total	90	100 %

Table 51: Learners' Attitudes toward Anxiety as Changeable Status and Its Relation to Fluency Development.

11,11%

88,88%

■ Working hard on your fluency will surely improve it

■ A matter of luck or an inborn capacity
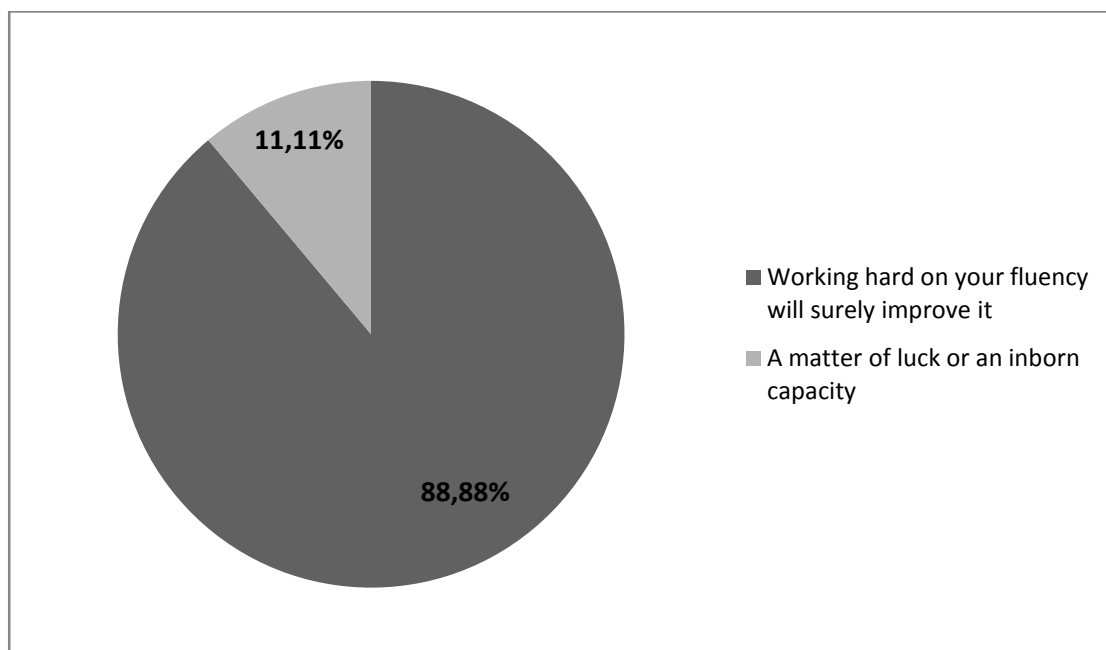
Figure 52: Learners' Attitudes toward Anxiety as Changeable Status and Its Relation to Fluency Development.

3.   Section Three: The Classroom Risk -taking and Speaking Fluency Questions:

This section presents moving to the second, and the last affective factor we dealt with in our research, which is classroom risk- taking, and its relation to the foreign language learners' speaking fluency according to learners' opinions.

3.1. Do you consider your low Achievement in Oral Fluency the Result of not participating?

The first question of the third and last section, in the learners interview, is about the role of participation in developing fluency, so we want to inquire, with reference to our subjects' estimation, about the role of participation. Participation cannot take place if the learners are not risk –takers. In other words, whether the risk

167

taken to talk in speaking has any role in the achievement of students' results. The results are that (64, 44 %) of the learners indicate that the low achievement in oral fluency is the result of not participating, which means that the absence of risk- taking correlates negatively with learners oral fluency level. (35, 55%) of the sample do not see that learners' level of speaking fluency is affected by their participation.

From these data given, the majority of the learners are aware about the importance of participation in learning, and state in an indirect way that risk- taking is very important in directing learners' oral fluency results positively.

Learners' Consideration about their low Achievement	Frequency	Percentage
Yes	58	64.44 %
No	32	35.55 %
Total	90	100 %

Table 52: Learners' Consideration about Their Low Achievement in Oral Fluency as a Result of Not Participating.
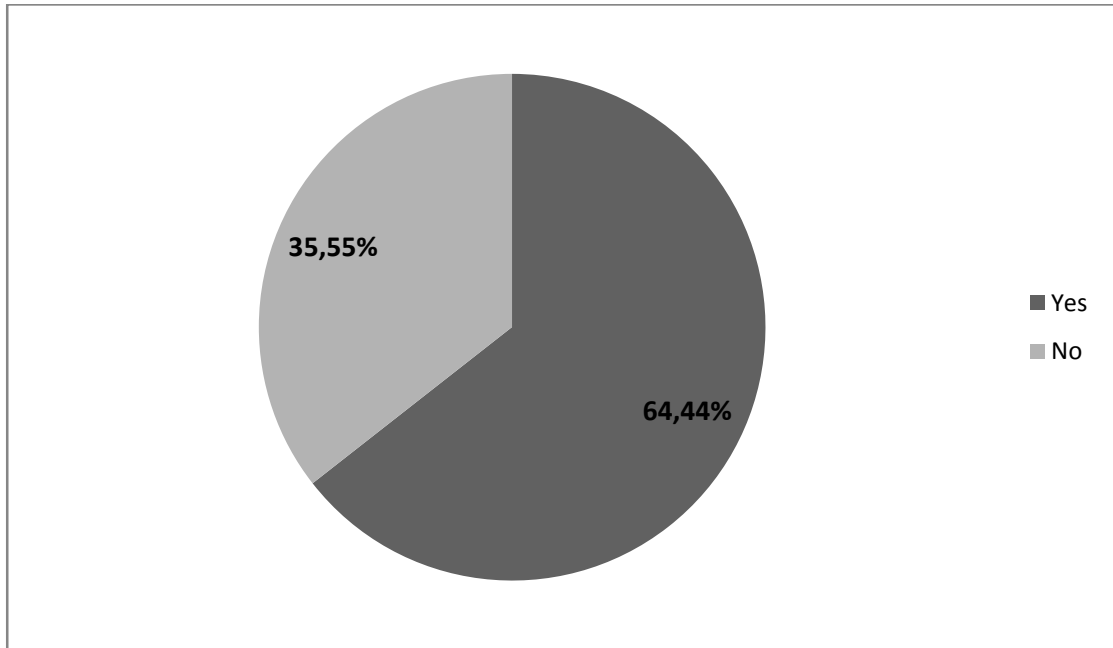
Figure 53: Learners' Consideration about Their Low Achievement in Oral Fluency as a Result of Not Participating.

3.2.Do you prefer to not take the Risk to speak in the English Oral Class even if you have the Answer?

This question is to know about the importance of classroom risk- taking to participate. So, we ask our students, whether or not, they participate in the English oral class, even if they have the answer. In other words, whether they need risk-taking as a push to participate or the presence of their answer is itself a push and risk-taking has no importance in learning. The majority of the answers are mostly a no rather than a yes choice, presented in only (18, 88 %) of students say yes and (81, 11 %) of them say no.

Learners' Preferences	Frequency	Percentage
Yes	17	18.88 %
No	73	81.11 %
Total	90	100 %

Table 53: Learners' Preferences to Take Risks to Speak in the English Class even If They Have the Answer.
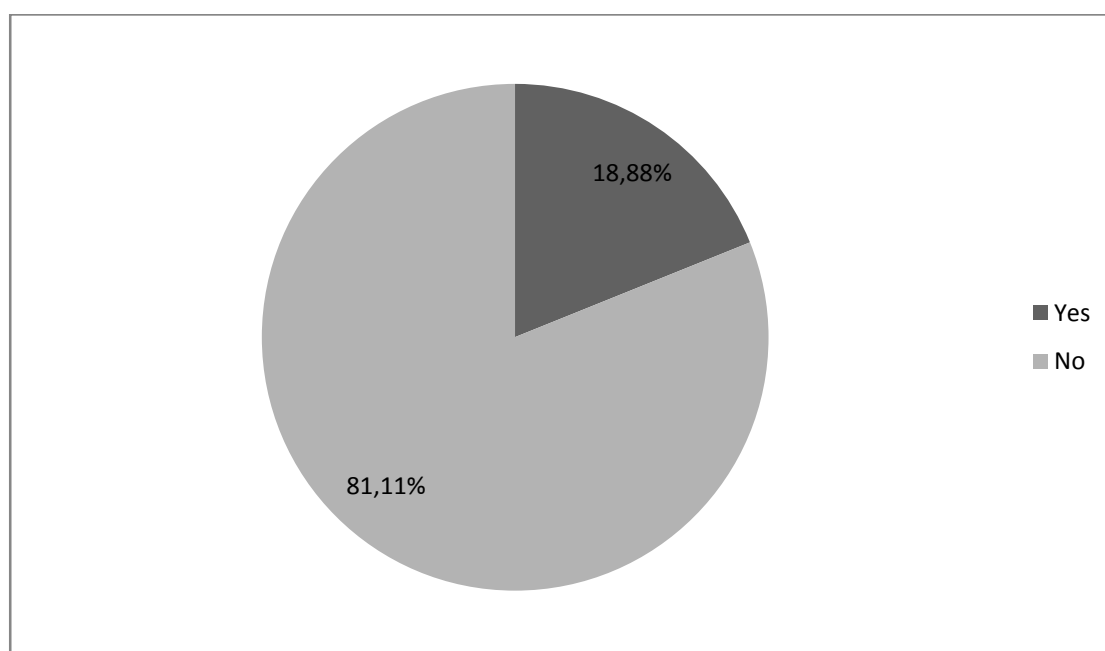
Figure 54: Learners' Preferences to Take Risks to Speak in the English Class even If They Have the Answer.

3.3. Are you fluent in the Classroom because you take Risks to talk?

Now, we go deeper, and preciser, by asking our students whether the risk taken by them to speak helps them to grow their fluency. This is in order to see the importance of risk -taking in fluency development. So, the answers show that the majority of the students (85, 55%) agree that they are fluent because they take risks in the oral session, and (14, 44%) of them state that risk- taking has no relation to oral

fluency development. Thus, the majority of the learners agree that risk- taking is important in speaking fluently.

Learners' Reasons for being fluent as Risk Takers	Frequency	Percentage
Yes	77	85.55 %
No	13	14.44 %
Total	90	100 %

Table 54: Learners' Reasons for Being Fluent as Risk- takers.

14,44%

85,55%

■Yes
■No
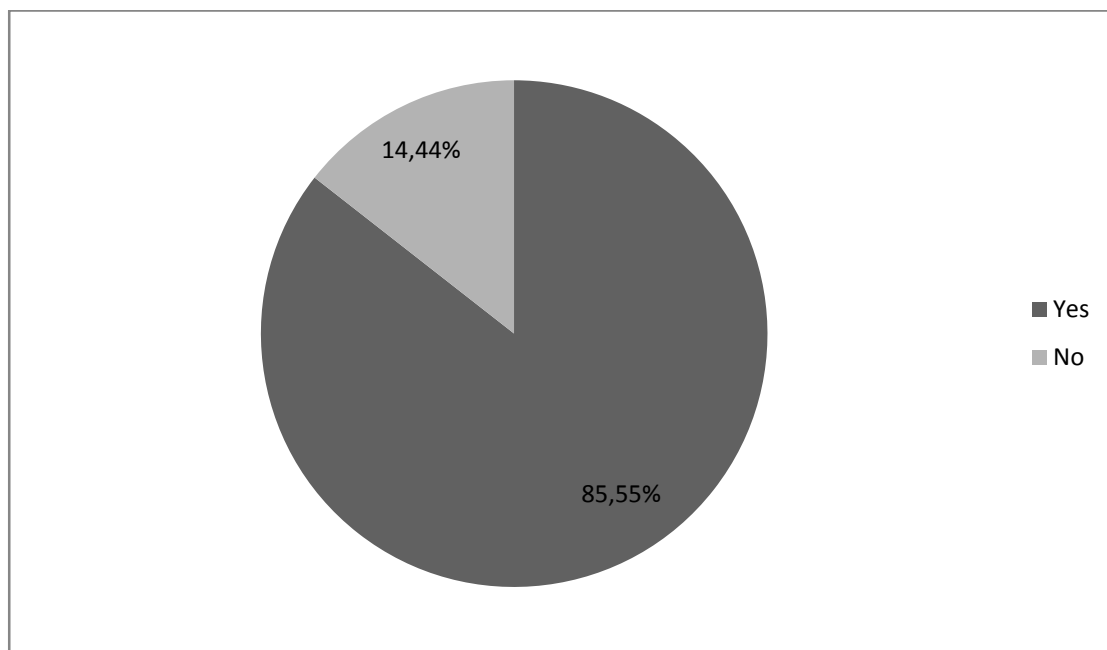
Figure 55: Learners' Reasons for Being Fluent as Risk- takers.

3.4. When you do not take Risks in Speaking for a long Time, you talk with Pauses and Hesitations?

Another enquiry to know about our learners is probing their opinions about when they do not take risks to talk in the classroom for a long period of time, and its relation with pauses, and hesitations in their speech, which represents a non-fluent speech once they are present in it. The answers show that risk- taking has a strong power to defeat the non- fluent talk, through eliminating the pauses and the hesitations. This is because when we analyze the learners' given data, we find that most of the learners agree that when they do not take risks in speaking for a long time, they talk with pauses and hesitations, while two learners do not agree, both with the percentages of (97, 77 %) and (2, 22 %) respectively.

Learners' Level	Frequency	Percentage
Yes	88	97.77 %
No	2	2.22 %
Total	90	100 %

Table 55: Learners' Level When They Do not Speak for Long Time.
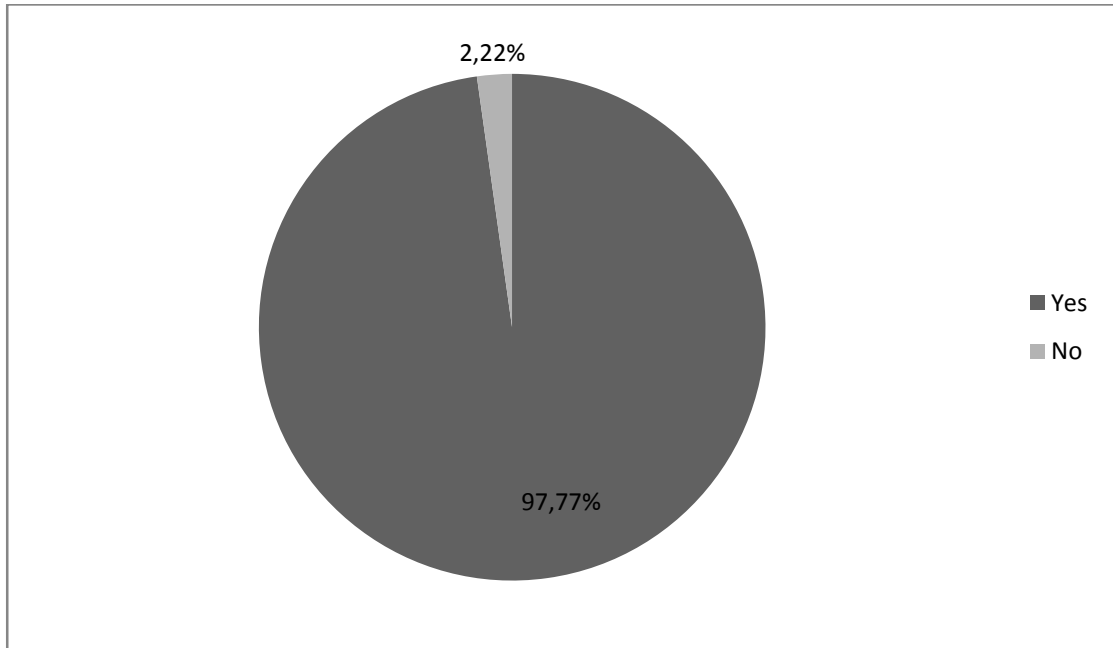
Figure 56: Learners' Level When They Do Not Speak for Long Time

3.5. When you take the Risks in talking, do you feel you improve your Fluency?

Additionally, to confirm the answer to the above question, we ask our sample of the learners the reverse question, whether taking the risk in talking makes them improve their fluency level in speaking, to review if risk- taking correlates positively with fluency in speaking. The answers confirm the above question results, in that, most of the learners agree that when they take the risks in talking, they feel that they are improving their fluency with a percentage of (65,55 %). The rest of learners state also that (34, 44 %) of them do not consider risk- taking a clue to improving their oral fluency.

Learners' Level of Fluency	Frequency	Percentage
Yes	59	65.55 %
No	31	34.44 %
Total	90	100 %

Table 56: Learners' Level of Fluency When They Take Risks.
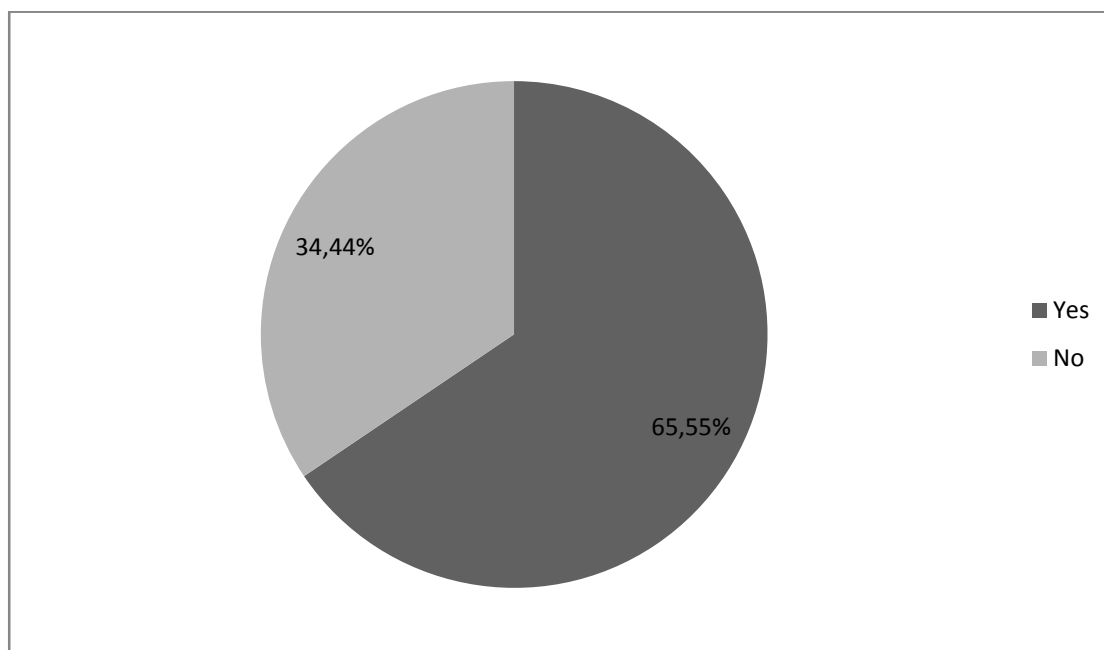
Figure 57: Learners' Level of Fluency When They Take Risks.

3.6. Have you the Habit of repeating the Sentence many Times before you say it out, or taking the Risk and talking is your ultimate Purpose?

Then, we ask our sample of the learners whether they have the habit of repeating sentences they are going to utter for many times, before they say them. Thus, indicates that they care more about the answer and the way to say it i.e. they care more about being fluent; or whether they say the sentences directly, when the

174

idea comes to their mind, without thinking too much, which means that risk- taking has nothing to do with fluency, and speaking with whatever language they own is their purpose in the classroom. This question is, also, to know about the existence of any relation between risk- taking and fluency in speaking, besides to know the importance of fluency for learners. (47, 77 %) of the students' sample state that they have the habit of repeating the sentence many times before they say them out, and (52,22 %) agree that taking the risk and talking is their ultimate purpose. The results show us that risk- taking is very important while speaking according to the learners' views.

Learners' Habits in Speaking	Frequency	Percentage
Repeating the sentence many times before you say it out	43	47.77 %
Taking the risk and talking is your ultimate purpose	47	52. 22 %
Total	90	100 %

Table 57: Learners' Habits in Speaking.
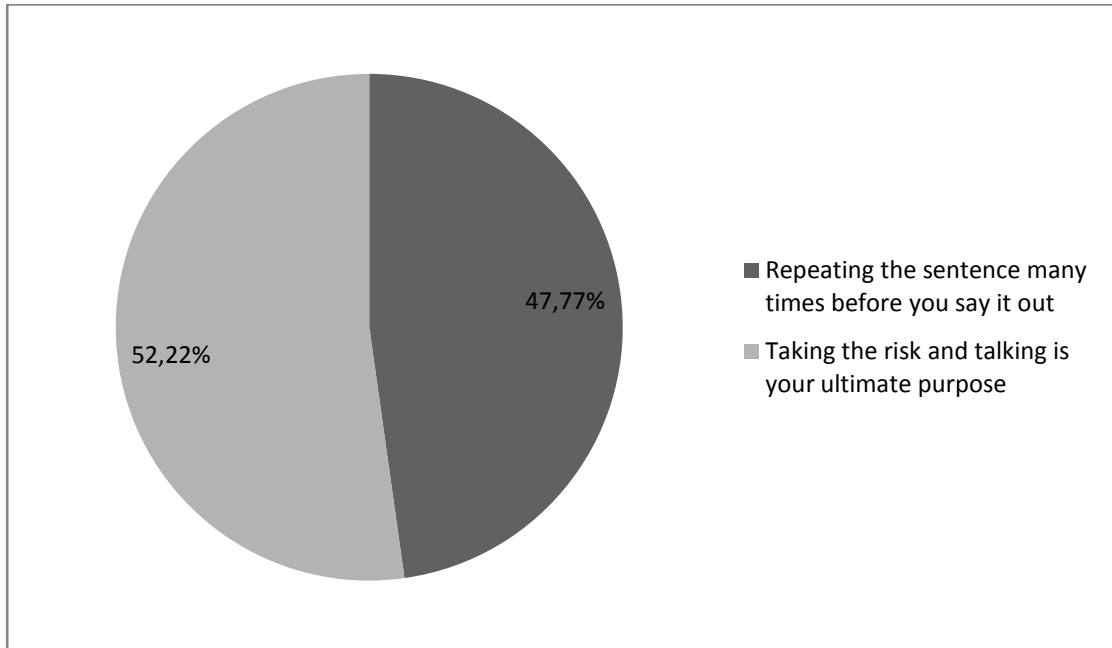
Figure 58: Learners' Habits in Speaking.

3.7. When a Peer talks with a better Fluency, do you hesitate in taking Risks to talk fluently?

Following now, is the inquiry about the learners' way of thinking, toward the hesitation phenomenon to take risks in speaking if another classmate talks before their turn with a better fluency, which means risk- taking can be hindered if they feel inferiority with other classmates. This leads to a decrease in their practice, and so in their overall level in speaking fluently. The answers to this question confirm that (85, 55 %) agree when a peer talks with a better fluency. Other learners hesitate in taking the risks to talk fluently, while (14, 44 %) do produce the fluency they are used to produce, careless of other learners who talk better. The results have a strong

indication that the fear of being inferior to other classmates destroys the risk- taking inside learners.

Learners' Hesitation	Frequency	Percentage
Yes	77	85.55 %
No	13	14.44 %
Total	90	100 %

Table 58: Learners' Hesitation When Another One Talks Before Them.
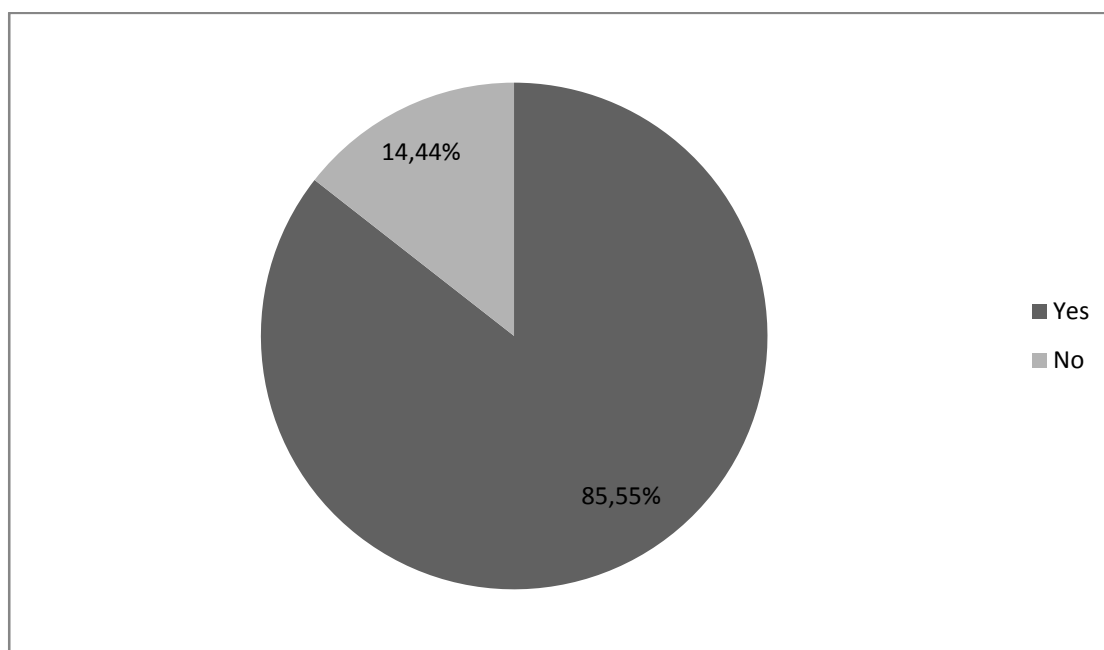
Figure 59: Learners' Hesitation When Another One Talks Before Them.

3.8. Do you refuse to participate if you have the Idea but you are not sure how to convey it in a fluent Way?

Another question that we ask to see if learners are conscious about the importance of fluency for their talk, is whether the learners refuse to participate if they have the idea, but they are not sure about the language correctness use in terms

of fluency, whether they participate regardless of the language they use, since the answer is there in their minds, we find that: (97, 77 %) of the learners in the sample agree about this statement. They refuse to participate if they have the idea but they are not sure how to convey it in a fluent way, and we find, also, that (2,22 %) of learners participate if they have the idea, but they are not sure how to convey it in a fluent way. So, most learners are conscious concerning the importance of fluency for speaking.

Learners' Refusal of Participation	Frequency	Percentage
Yes	88	97.77 %
No	2	2.22 %
Total	90	100 %

Table 59: Learners' Refusal of Participation When They Are Not Sure How to Convey the Idea.
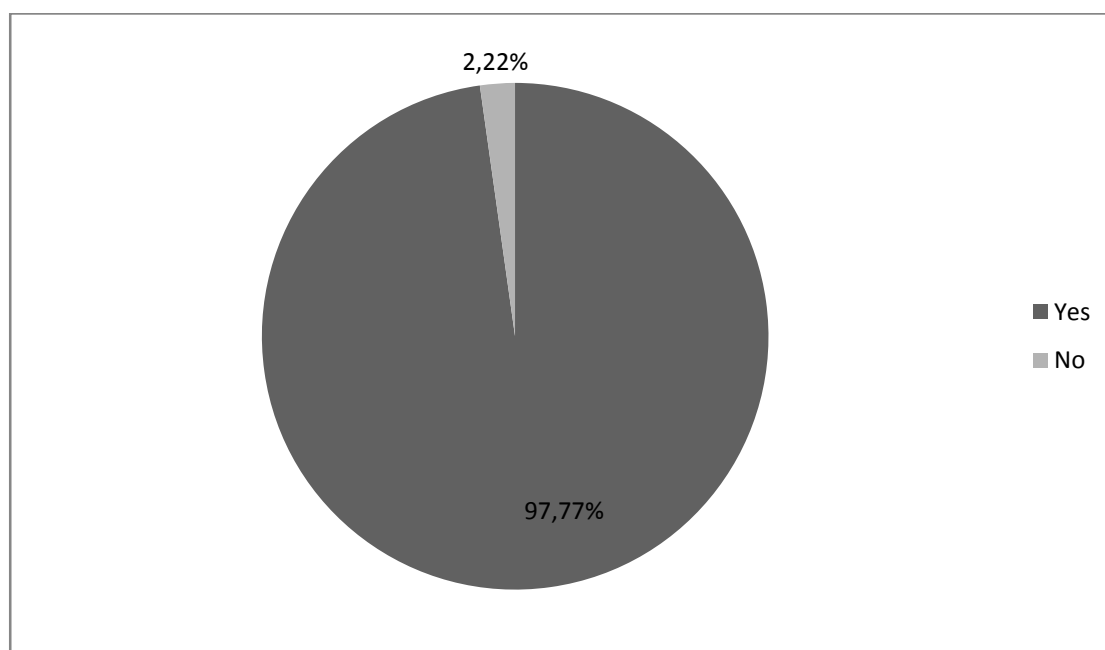
Figure 60: Learners' Refusal of Participation When They Are Not Sure How to Convey the Idea.

3.9. Do you disengage in taking Risks if you repeat the same Mistake in fluency orally?

We take into consideration the effective role of mistakes in successful learning, and integrate it with our questions, and apply it to fluency, for the safe of know about our learners' knowledge toward this area, especially that, through many years of experience in teaching them, we observed the students' ignorance, and their wrong interpretations of mistakes in their way of thinking. Thus, we ask them whether their repeated mistakes, particularly in fluency, results in decreasing risk- taking in speaking, because making mistakes makes them feel embarrassed, and often disengage in taking risks, and makes them feel that they are slow learners, instead of learning to correct them, and learn a new thing due to them. Here the majority (90 %) agrees that they disengage in taking risks if they repeat the same mistake in fluency orally, and (10 %) is against this statement. The results show that the majority of learners are not aware about the role of mistakes in improving fluency as in raising their risk- taking.

Learners' Disengagement in Taking Risks	Frequency	Percentage
Yes	81	90 %
No	9	10 %
total	90	100 %

Table 60: Learners' Disengagement in Taking Risks If They Repeat the Same Mistake in Fluency Orally.
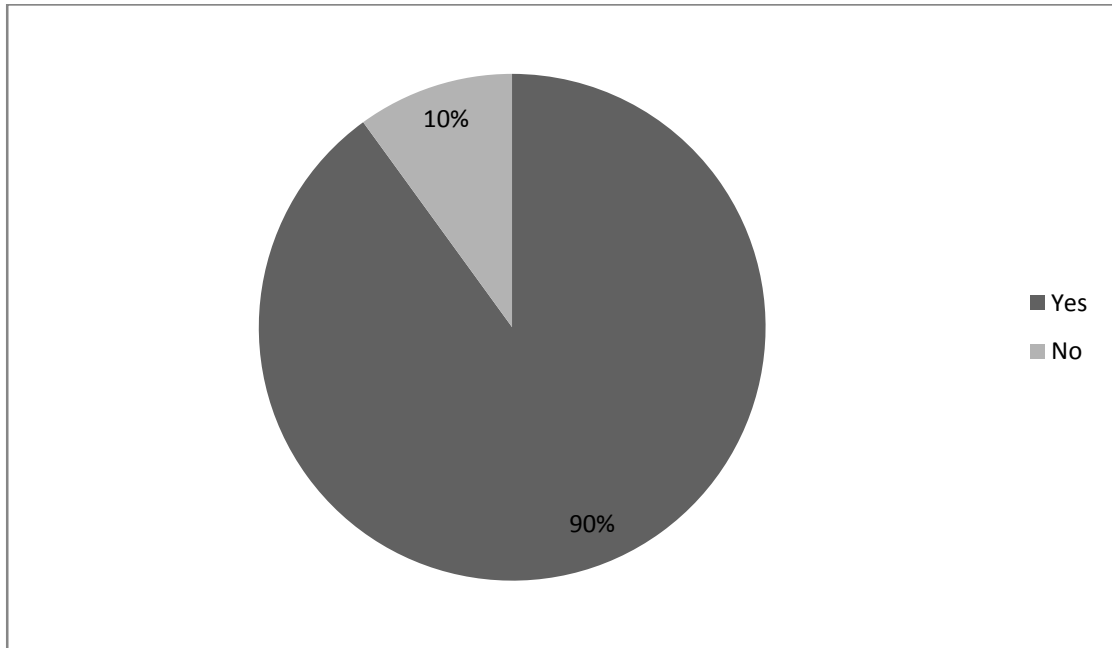
Figure 61: Learners' Disengagement in Taking Risks If They Repeat the Same Mistake in Fluency Orally.

3.10. Did you notice the Role of participating in improving your Oral Skill?

The role of participation in oral session means the role of risk -taking in oral expression, which indicates that it is a way to either improve or hinder speaking. So, the answers to this question help us to know how learners think of the role of risk-taking in general, because (98, 88 %) states that they notice the role of participating in in improving their oral skill, and only (1, 11%) does not notice the role of participating in in improving their oral skill. Here, most of learners agree that participation or classroom risk- taking is important to improve speaking that contains many aspects, among which fluency is one.

Learners' Remarks	Frequency	Percentage
Yes	89	98.88 %
No	1	1.11 %
total	90	100 %

Table 61: Learners' Remarks for the Role of Practicing in the Oral Session.
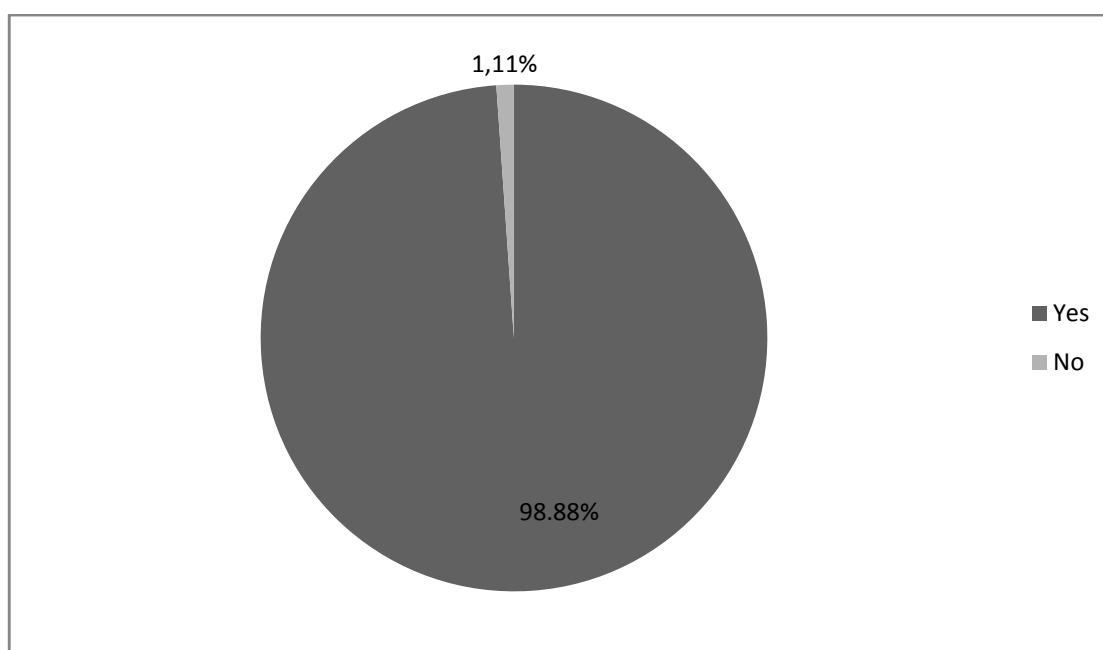
Figure 62: Learners' Remarks for the Role of Practicing in the Oral Session.

3.11. Which one do you consider a serious Problem risk taken to speak or Speaking with a low Fluency?

This question is designed to know if the learners are aware of the importance of risk- taking, in comparison with low speaking fluency. We inquire whether they regard the bravery to take risks and talk as a serious problem if they have low fluency,

181

or not, and vice versa. So, which of the two sides in their thinking they consider a serious problem. It is very clearly shown in their answers to this question that most of learners with the percentage (56, 66 %) regard risk- taking as the most serious problem, and (43.33 %) regard fluency shortness as the most serious dilemma.

Learners' Considerations for the most serious Problem	Frequency	Percentage
Risk taken to speak	51	56.66 %
Speaking with low fluency	39	43.33 %
Total	90	100 %

Table 62: Learners' Considerations for the Most Serious Problem.
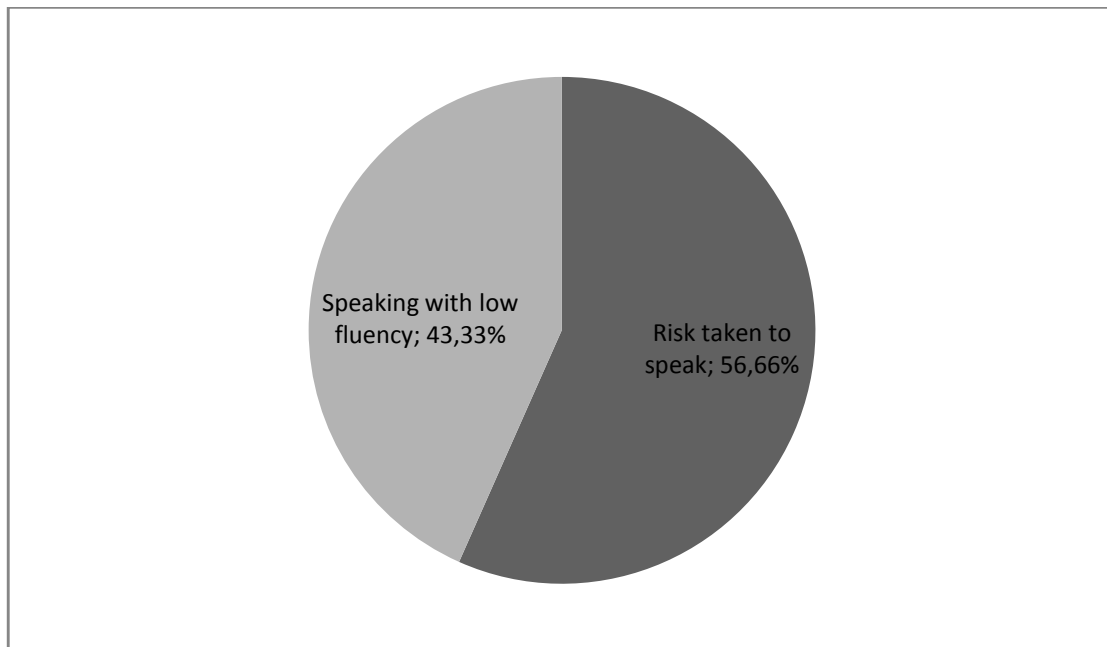
Figure 63: Learners' Considerations for the Most Serious Problem.

3.12.   **Do you consider Mistakes committed in Speaking a Problem to be avoided or a normal Part of improving Fluency?**

The learners' opinions about whether mistakes committed are to be avoided, or they are just a part of their learning is an answer, also, to whether risk- taking is affected by mistakes made or not. We think that if the learners consider mistakes a problem, this will automatically leads them to stop taking risks, in the form of stopping participating, unless if they are sure of the answer, which also means no risk is taken all the time, if the answer in unsure by them. Whereas, if they believe of mistakes as a part of learning, they will take risks and participate not embarrassed of their mistakes, as they learn from them. A whole (84, 44%) say that mistakes are problems to be avoided, while (15, 55%) think that they are a normal part of improving fluency. Thus, the majority of the students are not aware of the role of mistakes, which proves the results in the previous question.

Learners' Considerations for Mistakes	Frequency	Percentage
A problem to be avoided	76	84.44 %
A normal part of improving fluency	14	15.55 %
Total	90	100 %

Table 63: Learners' Considerations for Mistakes Committed in Speaking.
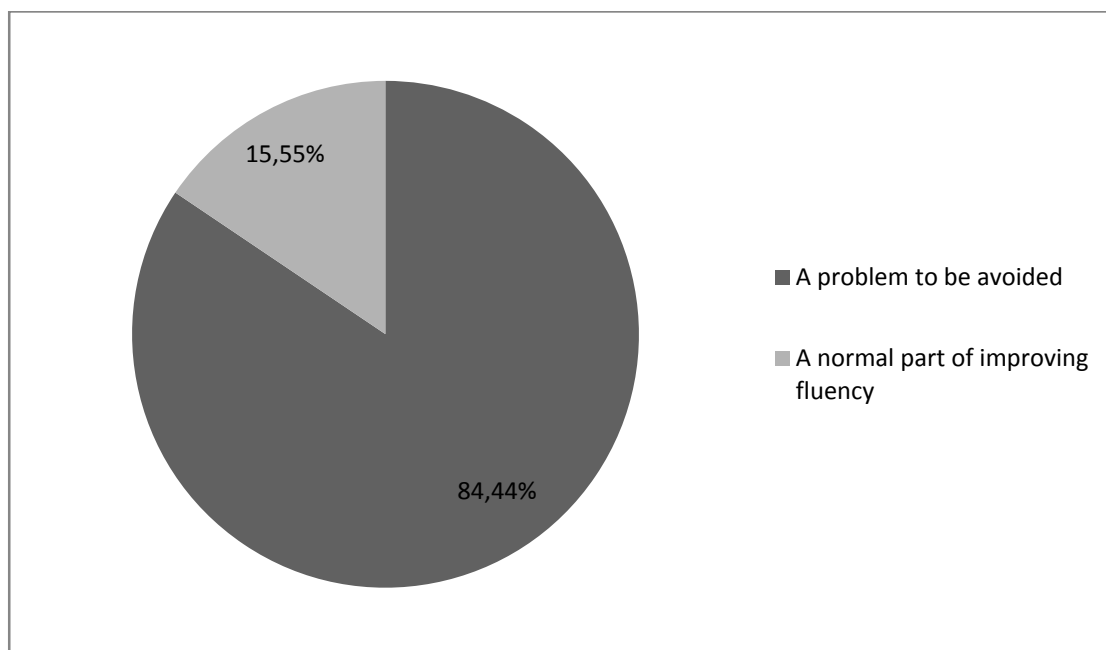
Figure 64: Learners' Considerations for Mistakes Committed in Speaking.

3.13. Do you speak fluently because the Teacher asks you to talk or because you take your Decision to talk by your own?

If the learners talk fluently in the classroom once the teacher is the one who points to them to speak, and this may not, always, be their desire, it means that classroom risk -taking has nothing to do with learners' oral fluency. In addition, if the learners are not considered fluent unless they take their decisions to talk on their own, means that they wait, and take their time until they are sure about what is going to be spoken; which means that risk -taking correlates positively with fluency. Our purpose behind this question is to investigate the nature of the relation risk -taking has with fluency in students' views. According to students' answers, (18, 88%) say that they are fluent, because the teacher asks them to talk, and (81, 11%) state that because they

take their decision to talk by their own, they speak fluently. So, this last question confirms that risk -taking is very helpful in making students speak fluently.

Students' Choices	Frequency	Percentage
the teacher asks you to talk	17	18.88 %
You take your decision to talk by your own	73	81.11 %
Total	90	100 %

Table 64: Students' Choices for Speaking Fluently.
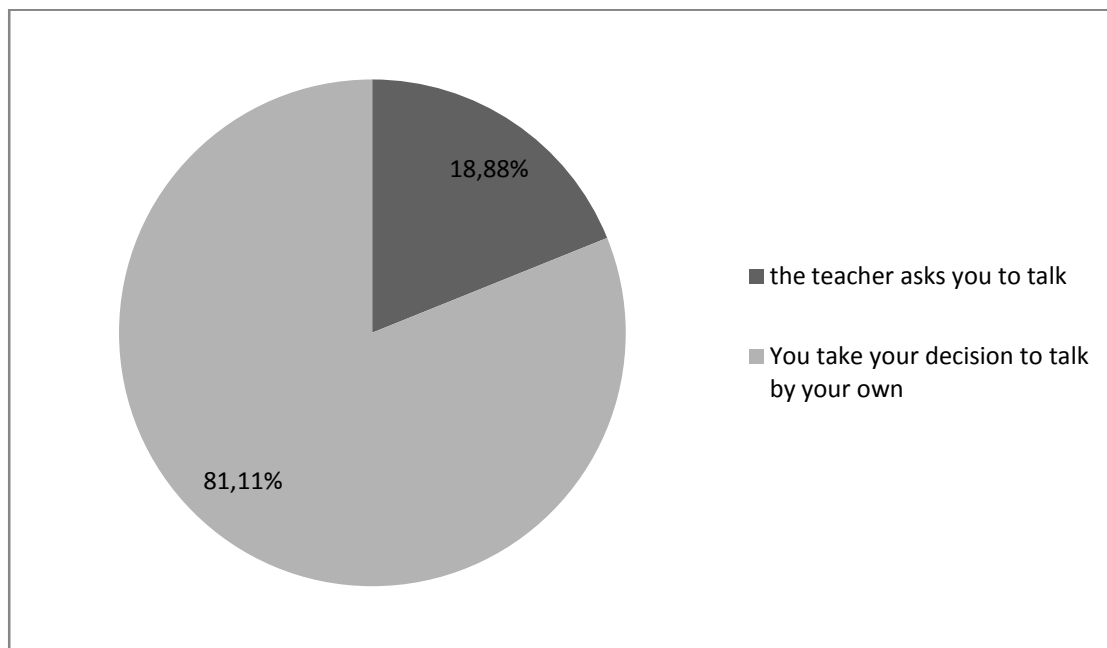
Figure 65: Students' Choices for Speaking Fluently.

Conclusion

In this chapter we interviewed the students' about two affective variables mainly classroom anxiety and classroom risk- taking, and their influence on fluency in English, and accordingly to see the possible correlations with speaking more or less

fluently. After analyzing the respondents' answers to the many questions stated in the interview, the majority of them state that anxiety hinders learning how to be fluent, and risk- taking improves speaking fluently, but they need to control their feeling practically to succeed in learning the foreign language.

The results found in this chapter are partly in line with the results we have got in the previous chapter. In the next chapter, another tool will used, which is the correlation study, to add more validity to our hypothesis.

.

Chapter Five: The Correlation Study

Introduction

This chapter is concerned with the correlation study. We consider it as the main chapter in the practical part of our present study because the aim of our thesis is to find the correlation between two variables, which are the classroom risk taking, and students' speaking fluency on the one hand, and the correlation between classroom anxiety and learners' speaking fluency on the other hand. In this correlational study, the researcher uses two questionnaires to know about the learners' inside status toward the two variables, namely a risk- taking questionnaire to test the learners' risk-taking level, and the foreign language classroom anxiety scale to know about the learners' status of anxiety. These two questionnaires are used for the purpose of correlating them with learners' marks, obtained from their results in a story narration task, and their exam marks of the oral expression module. The analysis, the interpretation of the learners' data and the results are presented in this chapter in some detail.

1. The Correlation Study

The basic goal behind depending on a correlation material in research, as it is the case for our study, is to find the type of correlation between any two variables, and to measure the percentage of the relation between them. In our study, we are concerned with finding the correlation between the affective variable of anxiety, and speaking fluency of the foreign language learners; and the correlation between risk- taking, and students' foreign language speaking fluency, in order to find the association between the dependent and the independent variable (Sliger and shohamy, 1989).

In this study, we use the computation of the (r), to find out the ratio of the type that classroom risk-taking and classroom anxiety have with learners' foreign language speaking fluency. It is worth noticing that the relation between the independent and the dependent variable to be significant statistically, it is whether a positive or negative relation.

2. The Students' Foreign Language Class Anxiety Scale

2.1.   The Description of the Students' Foreign Language Class Anxiety Questionnaire

The students' first questionnaire is the Foreign Language Class Anxiety Scale; it is adopted from Horwtiz et al.'s (1986) Foreign Language Classroom Anxiety Scale; it is developed in 1986 by Horwitz, Horwitz, and Cope, with the aim of finding out the different levels of anxiety that learners own in the context of foreign language learning. It is about grouping learners according to their status of anxiety in the English classroom, through finding out how they feel toward anxiety.

Right from the beginning of the course, the anxiety questionnaire is distributed to three groups of students (90 students). This was done in February 2013. We adopted it to our study, through adding a part of general information about learners, and by making a slight change in its elements, from a general language class to the specific speaking language class. The questionnaire is made- up of two parts containing (39) questions; the first part with six questions, which is added to the original questionnaire, is about students' background information: age, gender, whether English is a first choice, years' number of studying English, and who does most of talk in the classroom between learners and teachers; and the second part with the remaining thirty three questions is devoted to the students' attitudes, beliefs,

feelings and impressions about their anxiety during speaking English. These 33 items have a slight change that we made to fit for our study, this change is about changing the expression language class with the expression oral English class, i.e. changing the expression language class to be limited only to the speaking skill. The questionnaire is constructed in terms of a likert scale of four points ranging from strongly agree to strongly disagree, and the questions are all close ended type. When elaborating the questionnaire, we have tried to be as clear as possible, avoiding ambiguity and vague questions, so that students feel relax -minded and ready to give their points of view. It takes the students less than half an hour to finish ticking in the questionnaire.

2.2. The Purpose of the Foreign Language Class Anxiety Questionnaire

The purpose of the foreign language class anxiety questionnaire is, as mentioned earlier, to recognize learners who are anxious, and learners who are not anxious, through dividing them, according to their answers, into two groups. Then, to obtain data and translate those data into scores, for the purpose of correlating them with the speaking narration test scores, in order to have the last scores that guide us to the way to confirm or disconfirm our hypothesis.

2.3. The Administration of the Foreign Language Class Anxiety Scale (or FLCAS), and the Risk- taking Questionnaire

Our questionnaires, both the FLCAS and the risk -taking one, are administered at the beginning of the academic year 2013; students are given the questionnaires one after one to a sample of ninety (90) students, from different groups gathered together, out of the whole population of (540) students. The participants are given similar instructions, ranging generally from the reasons behind answering the questions, to the importance of giving true information, and stating their real feelings.

Particularly, they are informed that: a) the questionnaires are not tests, so they are not going to be marked on their answers, b) these questionnaires are the main part in our study, c) the students' identities do not matter for the researcher; and that what matters in fact is being honest and expressing themselves freely, d) learners' answers will absolutely remain confidential, since they are not asked to write their names. The teacher is present when the questionnaires are administered, and since they are three groups, they are given each a questionnaire in different days of the week, because the three groups do not study in the same days. The teacher is present to read the questions, and explain any ambiguity to make the contents clear for the learners. The participants spent nearly about 30 minutes for answering the questionnaires, in a quiet laboratory, and a relaxing atmosphere; they are provided with explanations, because it is very important for the accurateness of the researcher's study to understand every single word in both questionnaires. Learners are informed that their answers will represent their own feelings, and each learner must choose from the answers what suits his/ her status, without feeling timid, since they will not be corrected for marks, confidentiality is guaranteed, and explaining that the aim behind these two questionnaires is an academic research that will help clarifying academic studies instead of interfering with them. After this information, the researcher organizes learners to sit according to their names in the lists he has, and administers the questionnaires also one after one. Then, the teacher waits until all learners finish filling in the questionnaires, and collects the questionnaires from learners, as they sit one by one from the first to the last student. The collected questionnaires will be organized according to the presence paper, because we use their names in order to identify their personalities in relation to anxiety for the division of the learners into two groups, for the aim of finding the correlation between anxiety, and the story

narration task marks; and the correlation between risk- taking, and learners oral expression exam marks, which is acquired after transforming the questionnaires' answers into scores also.

2.4. The Foreign Language Classroom Anxiety Questionnaire Data Analysis

After reading the answers in the learners' foreign language classroom anxiety questionnaire, we analyzed them, and we gathered their similar answers. Then, we organized them through giving percentages; and as a last step, we deduced the final decision we have about their answers concerning our hypothesis.

2.5. The Analysis of the Students' Foreign Language Class Anxiety Scale

2.5.1. Part One: General Information

2.5.1.1. Learners' Age

At the very beginning of the first part in the learners' questionnaire, the researcher asked them about their age, although the variable of age is not included in the variables of our study, but for the aim of giving all the information concerning our sample of learners we ask this question.

It is noticed in table 63 that our sample is dominated by late teenage students, with a range of ages from 17 till 19 years old, then early adulthood with a range of ages from 21 to 25 years old. In our sample of learners, (61, 11%) of it represents the age 18, who are believed to have the normal age of any second year university student. A deep observation reveals that there is 1 subject who is 45 years old, it is a special case, because he is largely older than the other subjects; it can be his second field of study, or he may have repeated years.12 subjects making (13,33 %) of the whole population who are 17 years old are a bit younger. Another group of 12

subjects who are 19 years old represents (13, 33 %). 2 subjects representing (2, 22 %) are 25 years old, they may have repeated one or two years. Thus, our sample of learners is overall somehow homogeneous in terms of age.

Age	Frequency	Percentage
17 years old	12	13.33 %
18 years old	55	61.11 %
19 years old	12	13.33 %
21 years old	8	8.88 %
25 years old	2	2.22 %
45 years old	1	1.11 %
Total	90	100%

Table 65: Learners' Age
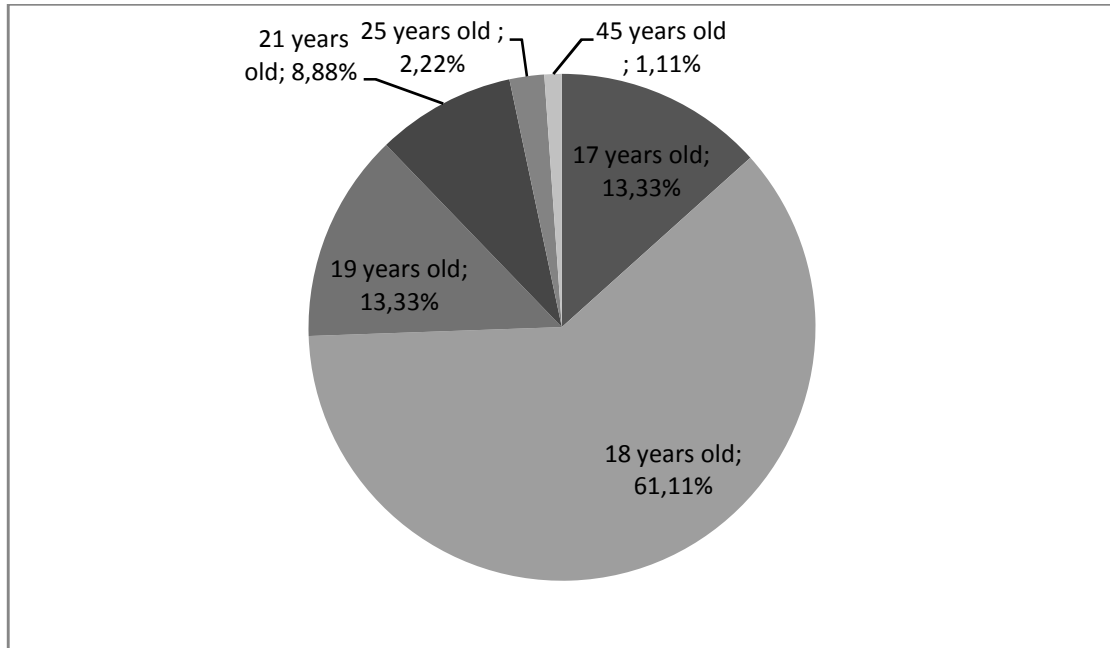
Figure 66: Learners' Age

2.5.1.2. Learners' Gender

We carried on the second question about the learners background information, inquiring for their gender. Here also, we should clarify that the variable of gender has nothing to do with our research variables, but we want to make things clear and give all the information, concerning our sample, for the reader and the researcher as well. Our sample of learners contains 55 girls, and 35 boys, representing (61, 11%), and (38, 88%) respectively. Girls dominate the sample of learners.

Gender	Frequency	Total
Male	35	38.88 %
Female	55	61.11 %
Total	90	100 %

Table 66: Learners' Gender

; 0 ; 0

Male; 38,88%

Female; 61,11%
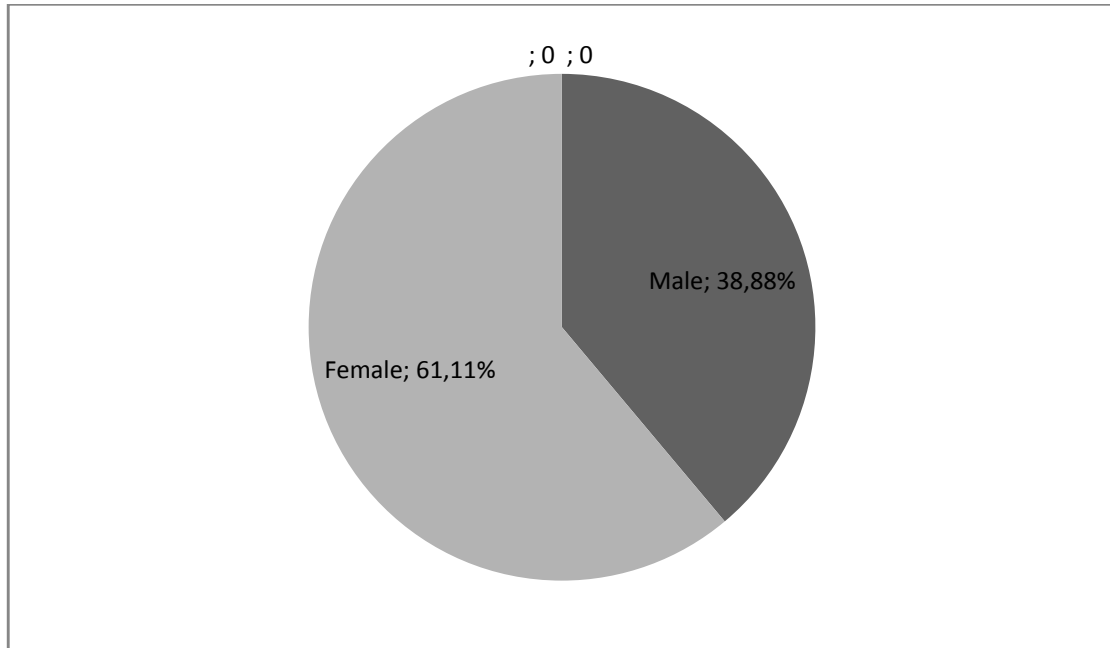
Figure 67: Learners' Gender.

2.5.1.3. Is English Learning your first Choice?

Then, in the same section, learners were asked whether English language is their first choice to study, since we all know that students are not always sent to choices where they desire. This question is very important to the researcher, because it allows to know about the psychological status of our students to study English language, and to have an insight about the relation between their personality term and learning, this personality that reduces their anxiety and raises their risk- taking in studying what they have chosen as a branch of study. The results show that 80 of our learners have chosen to study English as a stream. Whereas, 10 of them have said that it is not their first choice.

In this study, learners seem to have the desire to study English, with a percentage of (88, 88%). This percentage is a powerful indication that the majority of learners choose to study English as a branch, which implies their personality have the desire to study.

English as a first Choice	Frequency	Percentage
Yes	80	88.88 %
No	10	11.11 %
Total	90	100 %

Table 67: English as a First Choice.
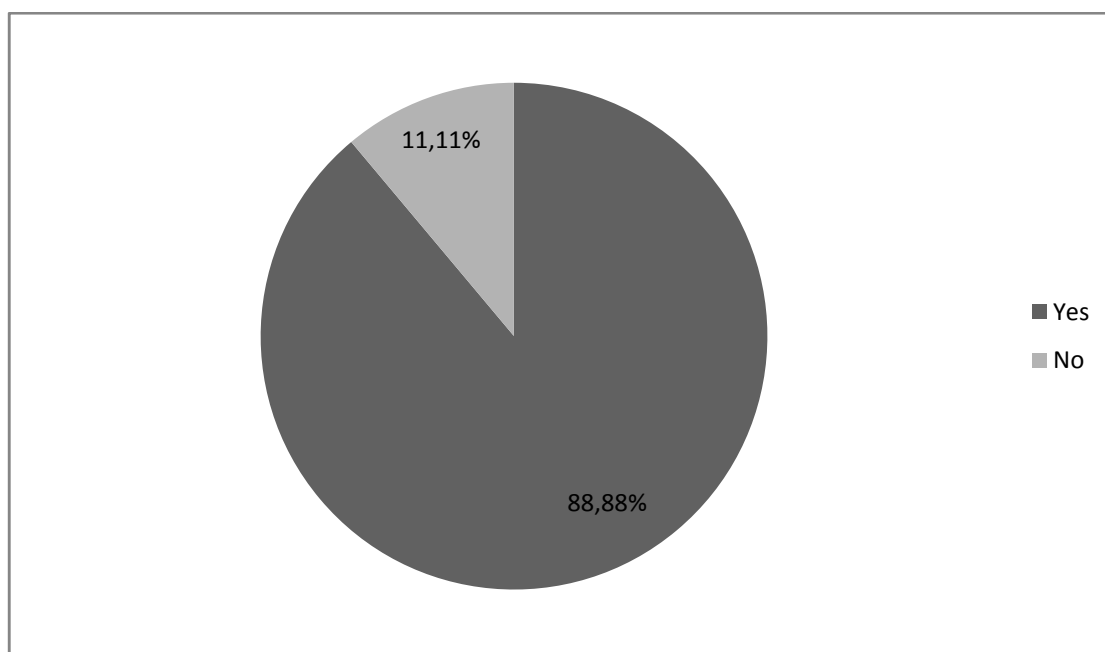
Figure 68: English as a First Choice.

2.5.1.4.The Reason behind English as or not a first choice

When asked to state the reasons behind choosing English as a field of study, our participants answered differently; (44.44 %) of the students say that what push them to make such a choice is that they like English because it is a universal language, (33.33%) of students declare that their choice is determined by the prospect

of a future career as teachers, they find that a high degree in this field will increase chances to find a stable job, whereas the rest of our population (22.22 %) state that it is not their choice, but state that it is either a second choice, or they are sent according to their average in the baccalaureate, or another reason that it is the choice of parents, here it becomes a matter of motivation, there are some students who could become highly motivated to study and do well in order to satisfy their parents, but there are those who are not motivated by this field, they consequently find difficulties to work hard in order to succeed.

Learners Reasons for choosing English Language	Frequency	Percentage
Students state that they like the English	40	44.44 %
Students choice is based on their future life and career	30	33.33 %
Students state that it is not their choice	20	22.22 %
Total	90	100 %

Table 68: Learners Reasons for Choosing English Language.

196
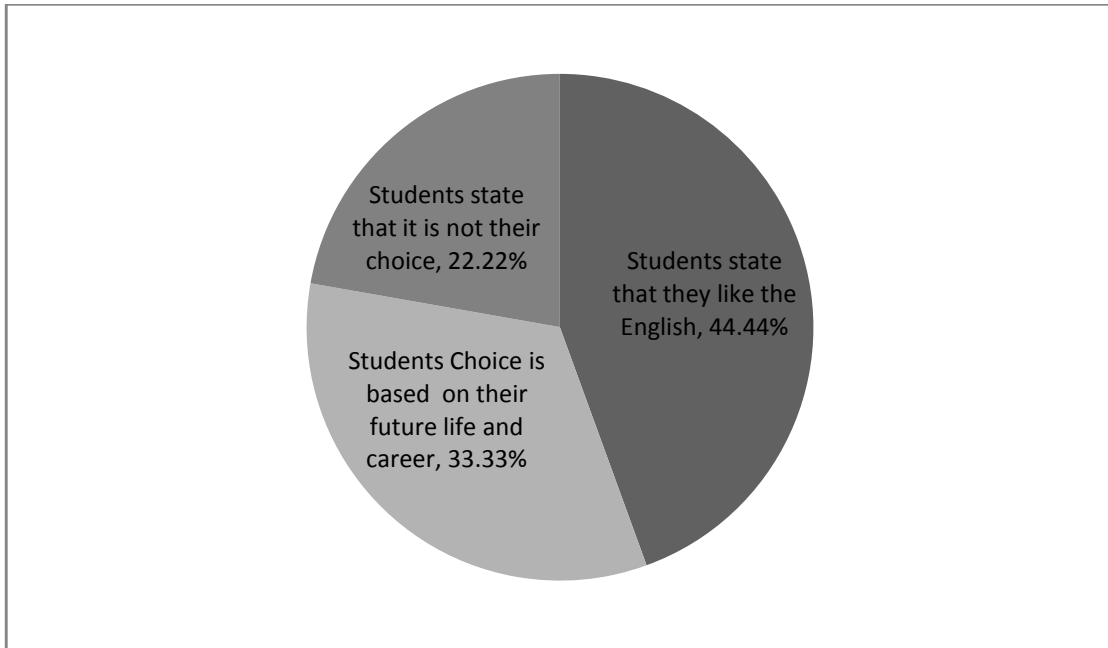
Figure 69: Learners Reasons for Choosing English Language.

2.5.1.5. How long have you been studying English?

To give more information about our sample of subjects, we ask them about the number of years they have studied English; the answers make us understand that the students of our sample have approximately the same number of years studying English, because (97, 77 %) of them studied it for 5 years, and only (2, 22 %) studied it for 7 years, this shows that they all have started learning it at almost the same time, and for the same number of years.

Number of Years	Frequency	Percentage
5 years	88	97.77 %
7 years	2	2.22 %
Total	90	100 %

Table 69: Number of Years Studying English.
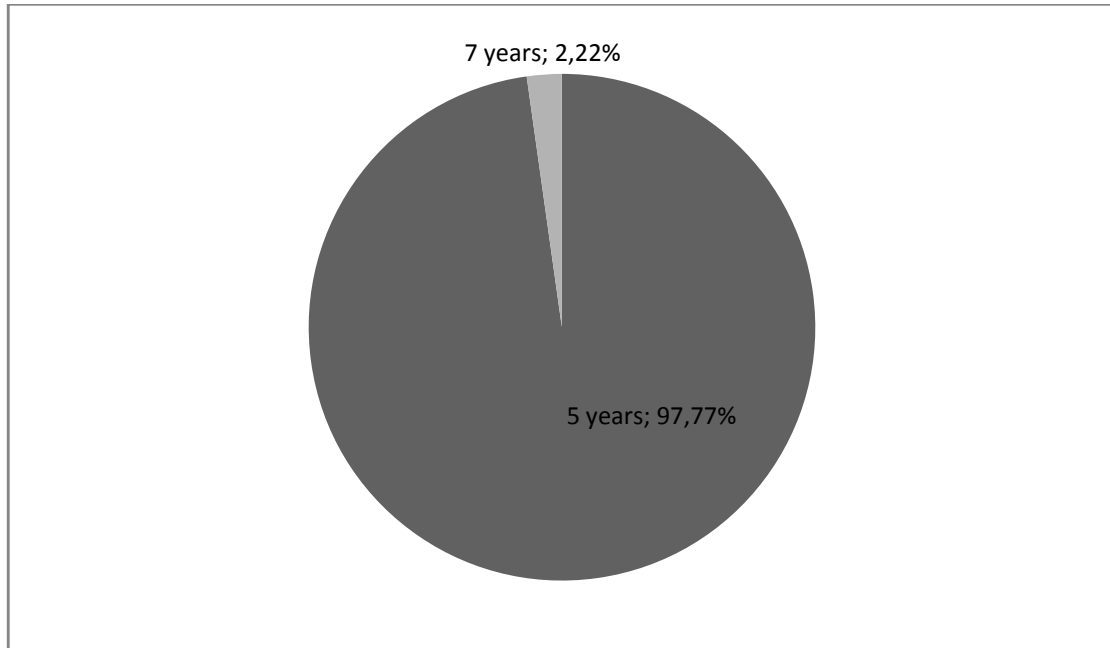
Figure 70: Number of Years Studying English.

2.5.1.6.The One who talks most in the Classroom

We find that (61.11 %) of our sample of students state that the one who talks most in the classroom is the teacher, while (38.88%) of them say that students are the ones who talk most in the classroom. The learners' answers to this question show that teachers are the ones who talk lot in the classroom, and not learners, this can be explained that the majority of oral teachers are new, and they still maintain the habit of students as they were talking lot.

Who talks more	Frequency	Percentage
Teachers	55	61.11 %
Students	35	38.88 %
Total	90	100 %

Table 70: Who Does Most of the Talk in the Classroom in Oral Expression?

; 0 ; 0

Students; 38,88%

Teachers; 61,11%
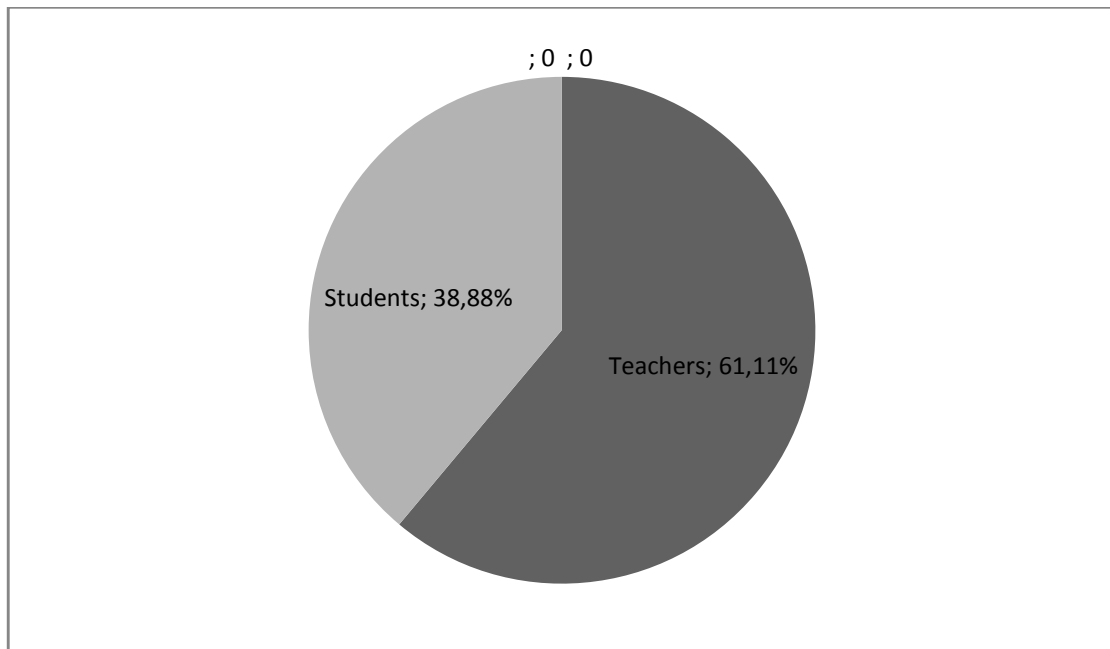
Figure 71: Who Does Most of the Talk in the Classroom in the Oral Expression?

2.5.2. Part Two: Foreign Language Class Anxiety Scale

2.5.2.1. I never feel quite sure of myself when I am speaking in my oral foreign language class

Having a low self-esteem in foreign language learners' personalities, leads to a high anxiety level in their feelings because it is an exchangeable relation, as shown in the theoretical chapters. So, feeling unsure is another way to say feeling not confident while speaking. We want to know about our learners' scores of anxiety through a statement that talks about being sure or unsure of oneself in speaking the foreign language; being unsure means they are anxious learners; so, we put then the statement: "I never feel quite sure of myself when I am speaking in my foreign language class", to find anxious learners, the results show that (16.66 %) state that they strongly agree, (48.88 %) of learners state that they agree, (28.88 %) disagree about the statement, and (5.55 %) do strongly disagree with the statement. The majority of learners with more than (66%) agree that they never feel quite sure of

themselves when they are speaking in their oral foreign language class because they see that speaking a language that is not their own, and that is a foreign and new for them makes them feel unsure, and the learners may encounter the situation that they do not know all the words and expressions that must be said.

Learners Choices	Frequency	Percentage
Strongly Agree	15	16.66 %
Agree	44	48.88 %
Disagree	26	28.88 %
Strongly Disagree	5	5.55 %
Total	90	100 %

Table 71: I Never Feel Quite Sure of Myself When I am Speaking in My Oral Foreign Language Class.
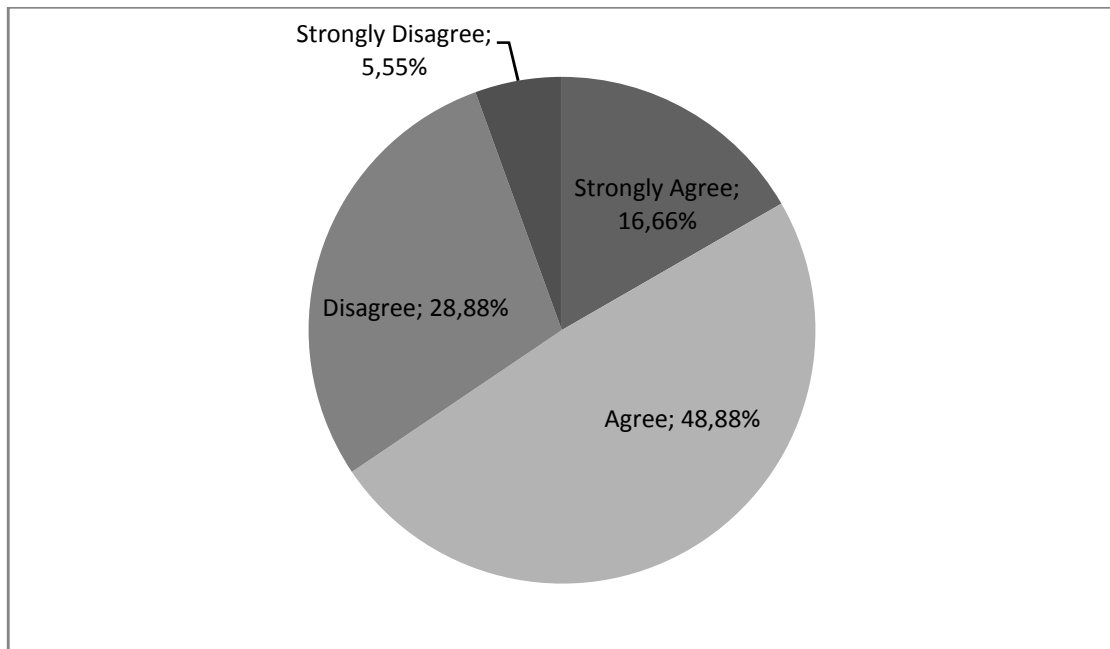
Figure 72: I Never Feel Quite Sure of Myself When I am Speaking in My Oral Foreign Language Class.

2.5.2.2.I do not worry about making mistakes in oral language class

The role of mistakes is proved, by many researchers, to have a perfect positive role in learning, because learners discover their weaknesses, through making mistakes, and rectifying them, by the help of the teacher or even their peers, which ends in learning something about the foreign language, as they aid in being brave to use the language orally, and expect mistakes. If learners make mistakes and learn from their corrections, it means that learners have a low level of anxiety, which is why we put the statement: "I do not worry about making mistakes in language class". We find (8.88 %), and (25.55%) of our sample of learners strongly agree and agree respectively with the statement, however (20%) who disagree, and the rest with (45.55%) of leaners strongly disagree with this statement. It appears, then, that about (65 %) of the students in the sample worry about making mistakes in oral language class, this state of affairs can be interpreted that these percentages of learners

represent anxious learners in speaking, and the reason may be because it is already
known that learners do not consider mistakes a part of learning.

Learners Choices	Frequency	Percentage
Strongly Agree	8	8.88 %
Agree	23	25.55 %
Disagree	18	20 %
Strongly Disagree	41	45.55 %
Total	90	100 %

Table 72: I Do Not Worry about Making Mistakes in Oral Language Class.
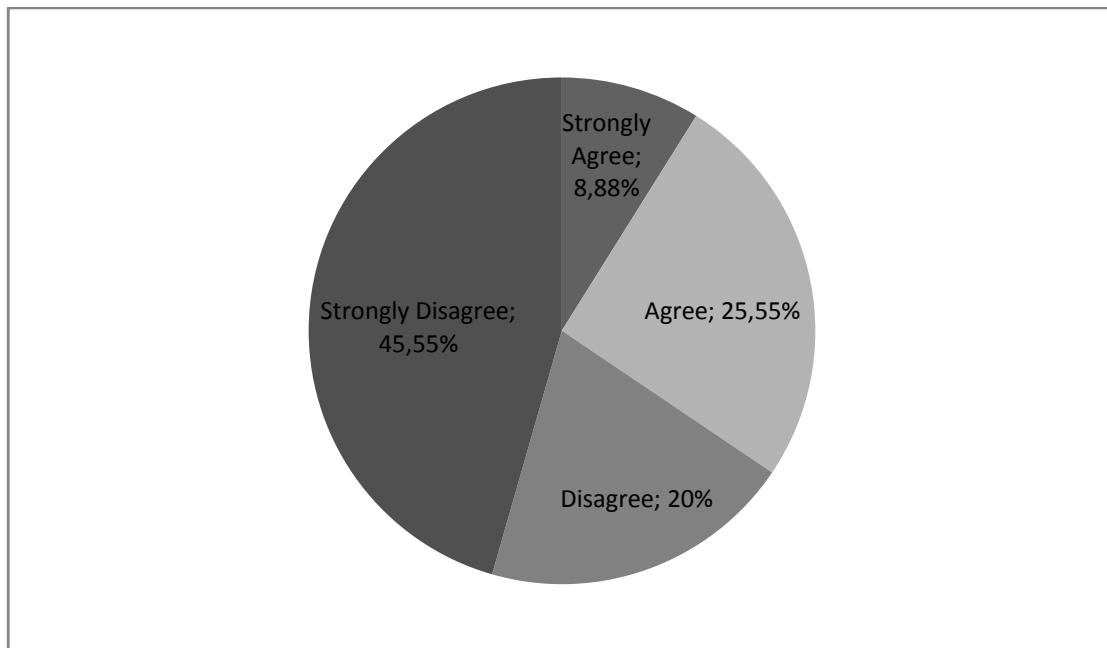
Figure 73: I Do Not Worry about Making Mistakes in Oral Language Class

**2.5.2.3.I tremble when I know that I am going to be called on in the
oral language class**

When it is not the learners' choice to talk, or to participate in the oral language class, the teacher is the only one who will call them for that, and the teacher uses many ways to point for learners to talk, so learners can infer if they are going to be called on, for example, the teacher uses the order of the list to call learners, or because he looks at the meant learner to point to him to speak, or the teacher uses the order in the row to make students talk. This situation pushes learners either to feel at ease, waiting for their turns to express their ideas, or to feel afraid about their contributions. In this statement, we want to know about anxious learners who tremble if called forcibly to talk, so we suggest that statement "I tremble when I know that I am going to be called on in oral language class ", to reach our purpose. The results show that (27.77 %) of our learners put that they strongly agree, (37.77 %) of them agree with the statement, (1.11 %) of students state that they disagree with the statement, and (33.33 %) strongly disagree with it. We deduce that more than (64%) of learners tremble when they know that they are going to be called on, which interprets that learners are afraid from speaking in front of their peers and the teacher expecting negative reactions from them.

Learners Choices	Frequency	Percentage
Strongly Agree	25	27.77 %
Agree	34	37.77 %
Disagree	1	1.11 %
Strongly Disagree	30	33.33 %
Total	90	100 %

Table 73: I Tremble When I Know That I Am Going to Be Called on in Oral Language Class.
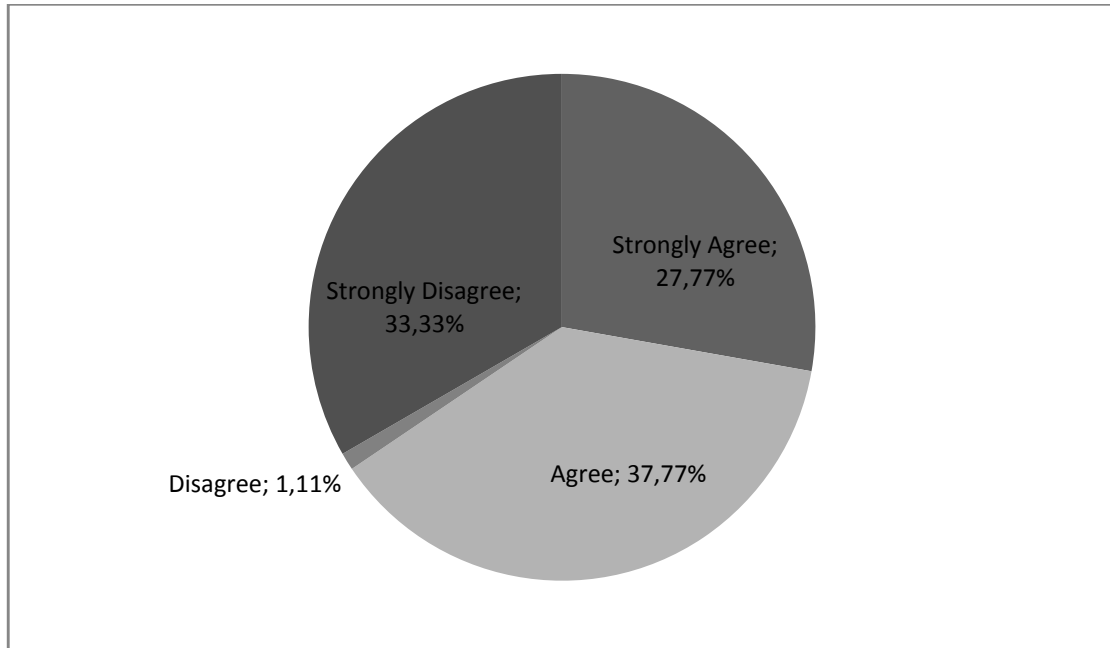
Figure 74: I Tremble When I Know That I Am Going to Be Called on in Oral Language Class.

2.5.2.4. It frightens me when I do not understand what the teacher is saying in the oral foreign language

Learners who enjoy studying an oral foreign language, are known to participate, and ask for explanations if they misunderstand something about the language, without feeling any embarrassment, because they are not anxious; whereas, those who feel the opposite, in other words those who feel afraid to ask about any ambiguity that they may encounter them in the foreign language, are anxious learners in the language class. Thus, the statement: "It frightens me when I do not understand what the teacher is saying in the oral foreign language", helps to separate anxious learners form non anxious ones, for the purpose of our study, the findings pertaining to this statement are: (10 %) of students who strongly agree, (55.55 %) of learners who agree, (20 %) disagree with the statement, and (14.44 %) who strongly disagree.

The findings show that almost (66 %) of our sample agree that they are frightened if they do not understand what the teacher is saying in the oral foreign language class, that maybe interpreted by being anxious that they will miss lot of knowledge in their lecture.

Learners Choices	Frequency	Percentage
Strongly Agree	9	10 %
Agree	50	55.55 %
Disagree	18	20 %
Strongly Disagree	13	14.44 %
Total	90	100 %

Table 74: It Frightens Me When I Do Not Understand What the Teacher is Saying in the Oral Foreign Language.
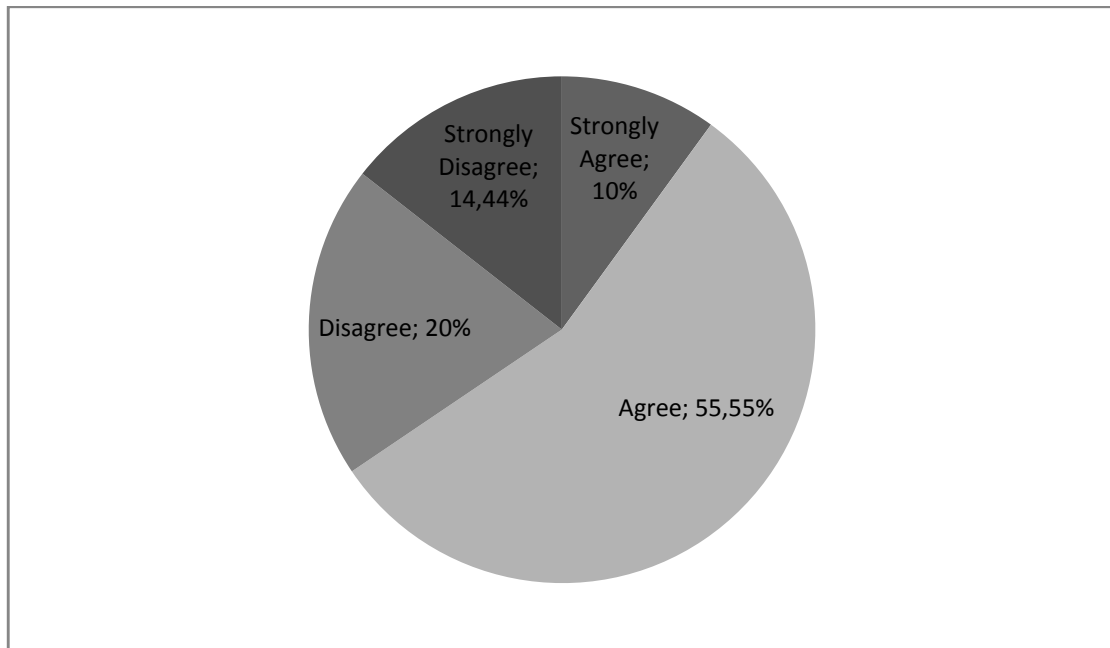
Figure 75: It Frightens Me When I Do Not Understand What the Teacher is Saying in the Oral Foreign Language.

2.5.2.5. It would not bother me at all to take more oral foreign language classes

If learners do not get annoyed by attending a lot the speaking foreign language class, and they always want more, it means that learners do not feel anxious to study the oral foreign language; thus, the aim behind stating the statement: "It would not bother me at all to take more foreign language classes ", is that this would help divide learners into two parts, namely those who feel anxious toward speaking the foreign language, and those learners who do not feel anxious for the same context. The results show that (32.22 %) of learners strongly agree, (2.22 %) agree, (6.66 %) disagree, and (58.88 %) of them strongly disagree with the above mentioned statement. This results show that nearly (66 %) of learners in our sample disagree that they would not get bothered to take more oral foreign language classes, which can be interpreted that they are not motivated lot to study the oral skill, that can be a consequence of feeling that the oral skill is a very difficult task to reach, which increases the anxiety among them, and causes the feeling of avoiding this session.

Learners Choices	Frequency	Percentage
Strongly Agree	29	32.22 %
Agree	2	2.22 %
Disagree	6	6.66 %
Strongly Disagree	53	58.88 %
Total	90	100 %

Table 75: It Would Not Bother Me at All to Take More Oral Foreign Language Classes.
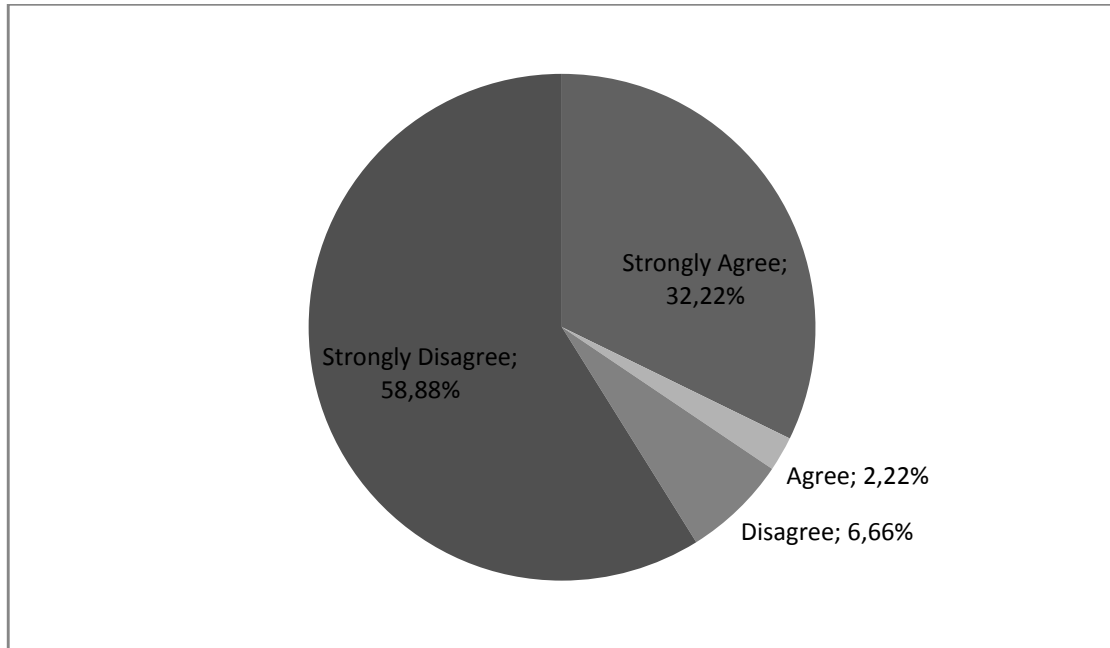
Figure 76: It Would Not Bother Me at All to Take More Oral Foreign Language Classes.

2.5.2.6.During oral language class, I find myself thinking about things that have nothing to do with the course

We want to know whether learners find themselves unconsciously absent minded, rather than concentrating with the lesson. The reason behind this question is to know if learners are anxious or not, because anxious learners in the oral foreign language class systematically ignore what is being said in the lesson i.e. they do not want to listen, by any means even by thinking of something else in the classroom, in order to ignore the lesson, and do not follow it, this is because their level of anxiety is high. The statement then is: "during language class, I find myself thinking about things that have nothing to do with the course", serves for the purpose to know learners' status of anxiety. We find that learners who strongly agree are (21.11 %), learners who agree are (44.44 %), the percentage of learners who disagree is

207

(22.22%), and finally, (12.22 %) of our sample strongly disagree with the previous mentioned statement; we deduce that more than (65 %) of learners, in our sample, are anxious to attend the oral session, this may refer to considering ignoring the lesson a way to reduce their anxiety.

Learners Choices	Frequency	Percentage
Strongly Agree	19	21.11 %
Agree	40	44.44 %
Disagree	20	22.22 %
Strongly Disagree	11	12.22 %
Total	90	100 %

Table 76: During Oral Language Class, I Find Myself Thinking about Things That Have Nothing to Do With the Course.
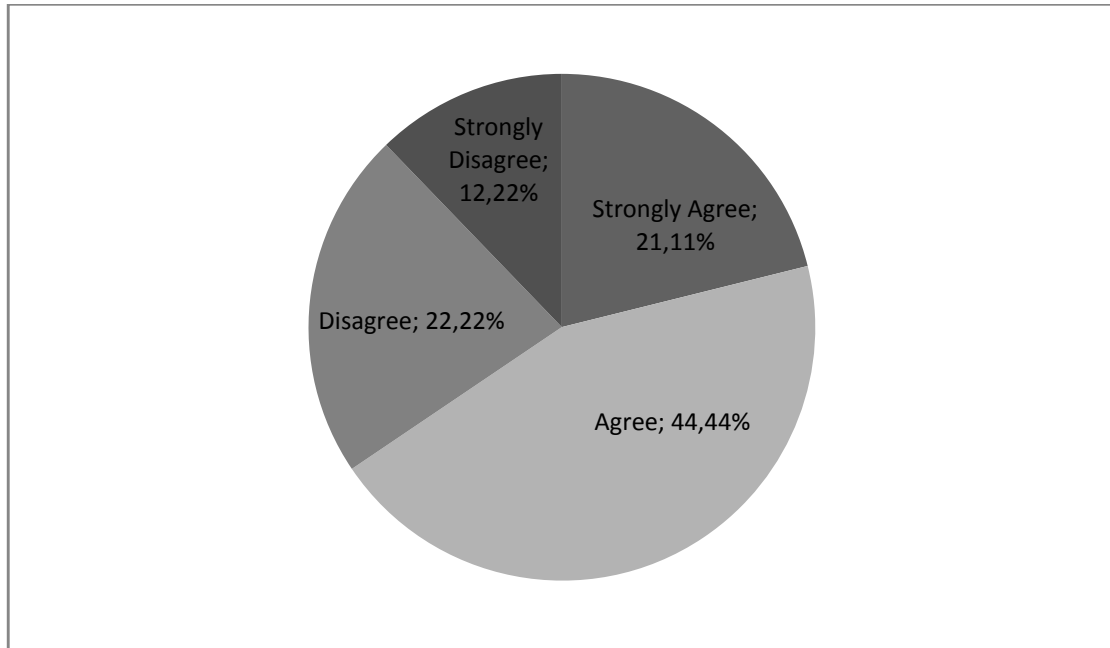
Figure 77: During Oral Language Class, I Find Myself Thinking about Things That Have Nothing to Do With the Course.

2.5.2.7.I keep thinking that the other students are better at speaking languages than I am

If learners keep thinking negative stuff toward their foreign language learning process in general, it raises their level of anxiety, and so the case for the relation between learners level in speaking, and their negative comparisons with others, which is considered one of the big negative feeling learners may sense; especially, that some students continuously think in this manner; however their accomplishments in the speaking language class, some learners still think that other students are better than them. "I keep thinking that the other students are better at speaking languages than I am" is the statement that receives (20 %) and (45.55 %) of students who strongly agree, and agree respectively, and (4.44 %) and (30 %) for those who disagree and strongly disagree respectively, as well. These results show that more than (65%) of learners agree that they keep thinking that the other students

are better at speaking languages than them, which refer to the way they think that there is always someone who feel not anxious in the speaking session and thus perform better than them. The desire to be like the others in perfection of speaking the foreign language is the barrier that keeps them stuck to learn the language.

Learners Choices	Frequency	Percentage
Strongly Agree	18	20 %
Agree	41	45.55 %
Disagree	4	4.44 %
Strongly Disagree	27	30 %
Total	90	100 %

Table 77: I Keep Thinking That the Other Students Are Better at Speaking Languages Than I Am.
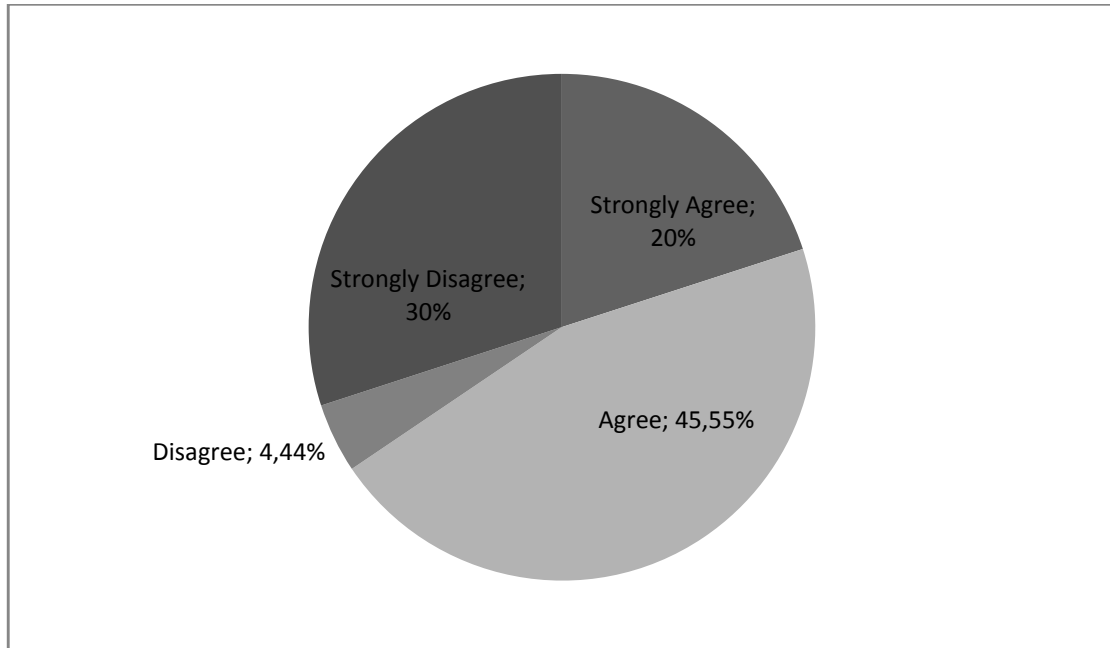
Figure 78: I Keep Thinking That the Other Students Are Better at Speaking Languages Than I Am.

2.5.2.8. I am usually at ease during tests in my oral language class

Feeling at ease in the foreign language classes, whatever the conditions learners may encounter, has the indication that learners are not anxious, the statement: "I am usually at ease during tests in my oral language class" in this context, it is a precise statement but a more powerful one, in comparison to the language learning in general, because feeling at ease in tests, which is a more provoking non-comfortable situation, means that learners are surely not anxious at all, out of the whole population (16.66%) of learners strongly agree, (17.77 %) agree, (18.88 %) disagree, while (46.66 %) of them strongly disagree with this statement. These findings mean that more than (65%) of learners are not usually at ease during tests in their oral language class, which maybe because tests are an anxiety provoking situations for the majority of learners because their academic life is based on them.

Learners Choices	Frequency	Percentage
Strongly Agree	15	16.66 %
Agree	16	17.77 %
Disagree	17	18.88 %
Strongly Disagree	42	46.66 %
Total	90	100 %

Table 78: I Am Usually at Ease During Tests in My Oral Language Class.
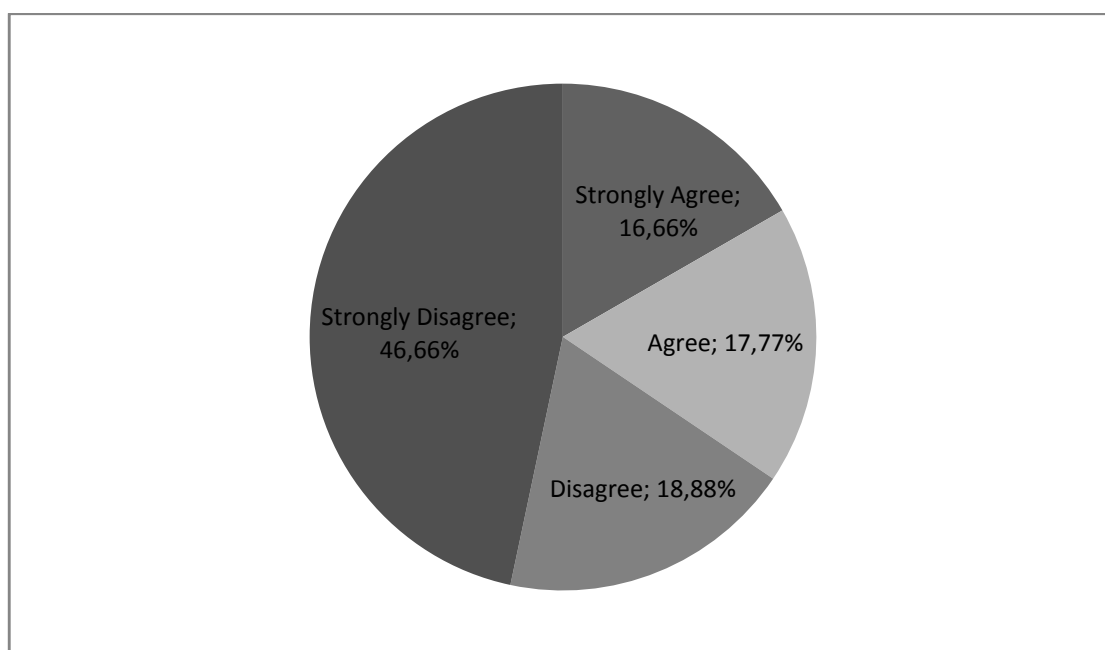
Figure 79: I Am Usually at Ease During Tests in My Oral Language Class.

2.5.2.9. I start to panic when I have to speak without preparation in oral language class

Learners who do not feel anxious during the foreign oral language class, can manage to overcome the negative feeling, which may try to catch them if they do not prepare in advance what to say in their lesson, which is not the case for anxious

learners, who feel afraid of what to say, and about the right way to say it, although they are in the same situation with other peers, who are not anxious to manage what to say quickly and confidently. Having two different kinds of learners, who behave differently in the same situation, and under the same conditions, make us propose the statement: "I start to panic when I have to speak without preparation in language class" which yields (15.55 %) of students who strongly agree, (50 %) who agree, (15.55 %) who disagree, and (18.88 %) of them who strongly disagree. Here we notice that near (66%) of them agree that they panic when they have to speak without preparation in language class, which is the consequence of feeling being not confident in themselves without preparation, which raises their ratio of avoidance in speaking.

Learners Choices	Frequency	Percentage
Strongly Agree	14	15.55 %
Agree	45	50 %
Disagree	14	15.55 %
Strongly Disagree	17	18.88 %
Total	90	100 %

Table 79: I Start to Panic When I Have to Speak Without Preparation in the Oral Language Class.
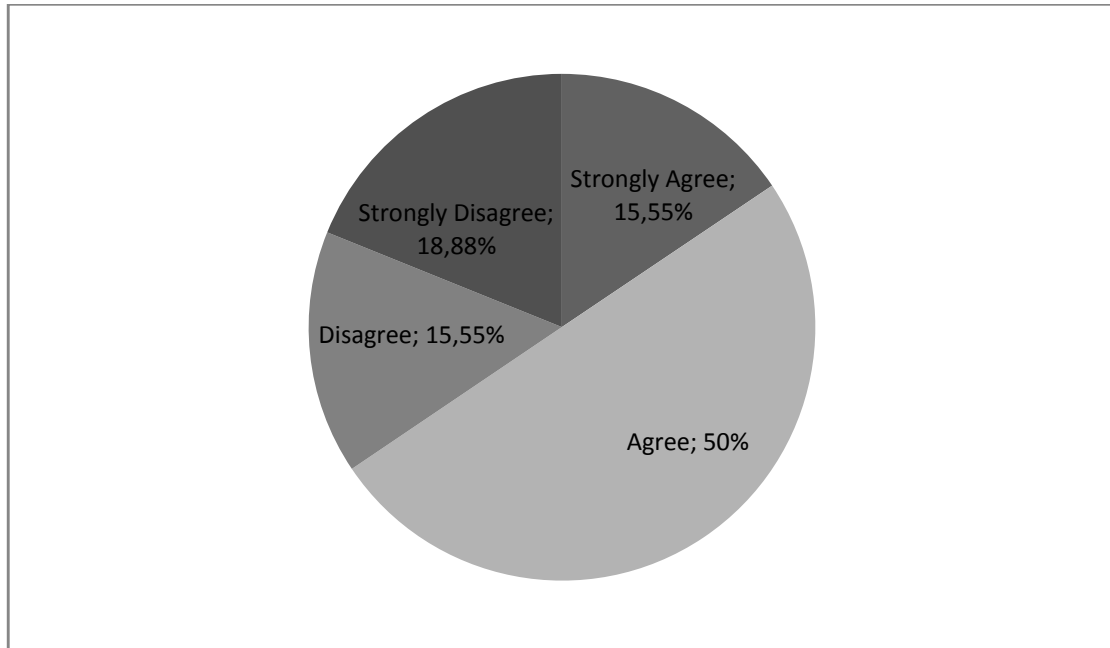
Figure 80: I Start to Panic When I Have to Speak Without Preparation in the Oral Language Class.

2.5.2.10. I worry about the consequences of failing my foreign oral language class

Being responsible for the failure, that may face learners in speaking, reflexes that learners are tolerant for their failures, because they are powerful enough to accept any problem in speaking the foreign language. Another type of students, once they are in the same situation, become weak and afraid about the results, because they do not tolerate their downfalls in the oral language class, and because that feeling comes from the high portion of anxiety they have, so; the statement: "I worry about the consequences of failing my foreign language class", aids us to separate those anxious learners from non-anxious ones, the results show that learners who strongly agree represent (41.11 %) of the whole population, students who agree represent (24.44 %), (13.33 %) refers to learners who disagree, and (21.11 %) refers to learners who strongly disagree. We notice that more than (65%) of learners agree that they worry about the consequences of failing their oral foreign language class, because they think

that they will get shocked if they fail, and the failure will make them week as it makes them inferior to their peers.

Learners Choices	Frequency	Percentage
Strongly Agree	37	41.11 %
Agree	22	24.44 %
Disagree	12	13.33 %
Strongly Disagree	19	21.11 %
Total	90	100 %

Table 80: I Worry about the Consequences of Failing My Oral Foreign Language Class.
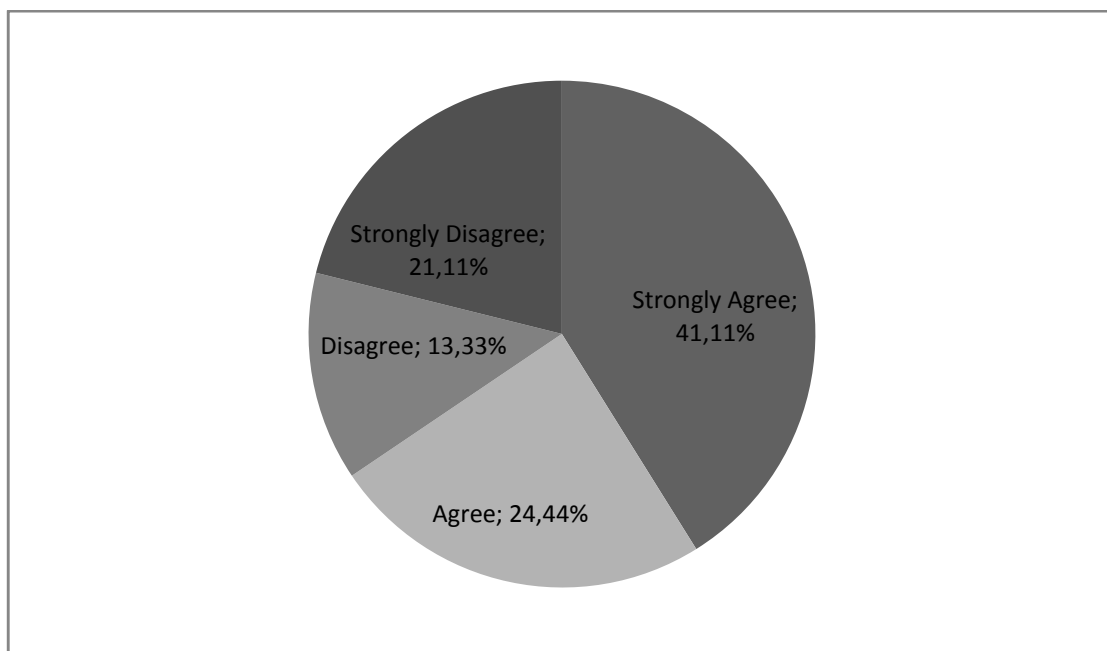
Figure 81: I Worry about the Consequences of Failing My Oral Foreign Language Class.

2.5.2.11. I do not understand why some people get so upset over oral foreign language classes

Getting upset over an oral language class is automatically the raison for getting anxious. We put the statement: "I do not understand why some people get so upset over foreign language classes", which indicates that if some learners do not understand why others feel upset over a language class, they logically did not experience this feeling in speaking the foreign language, and that agreeing about the statement we put shows that they are not anxious in language learning speaking, (20%) and (14.44 %) are the percentages of learners who strongly agree and agree respectively, and the percentages (42.22 %), and (23.33 %) refer to those who disagree, and strongly disagree respectively, as well. The higher percentage refers to learners who disagree with that statement, with approximately (66%) because learners consider the speaking as the most difficult skill in comparison to the other language skills, especially because others hear them, and they think they are to produce perfect language.

Learners Choices	Frequency	Percentage
Strongly Agree	18	20 %
Agree	13	14.44 %
Disagree	38	42.22 %
Strongly Disagree	21	23.33 %
Total	90	100 %

Table 81: I Do Not Understand Why Some People Get so Upset Over Oral Foreign Language Classes
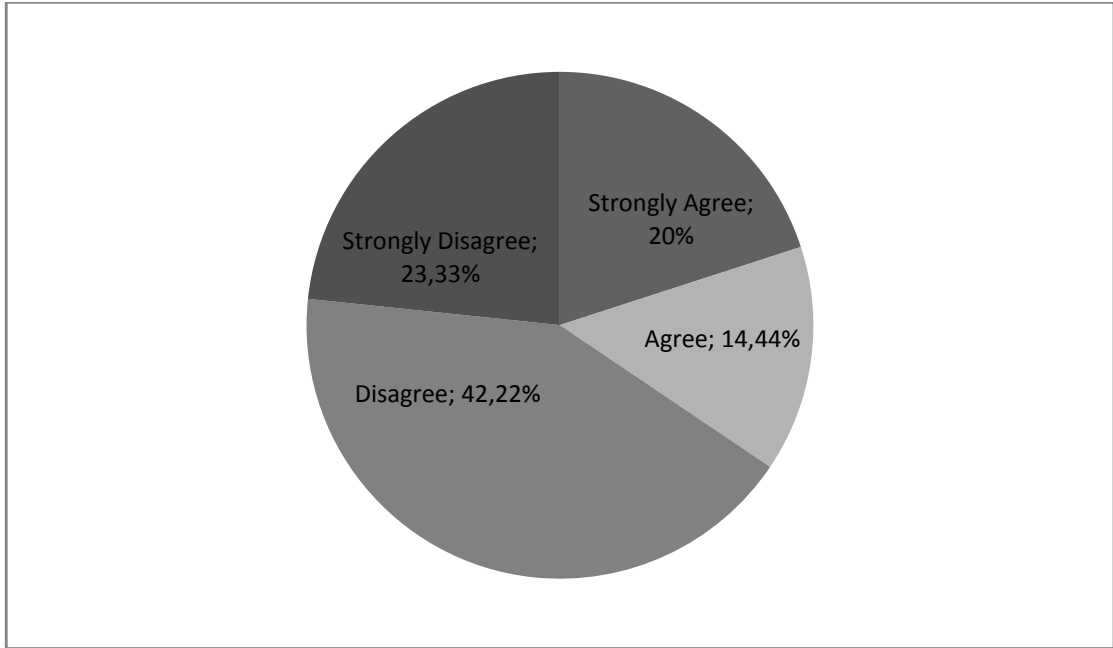
Figure 82: I Do Not Understand Why Some People Get so Upset Over Oral Foreign Language Classes

2.5.2.12. In oral language class, I can get so nervous I forget things I know

The feeling of nervousness is the feeling under anxiety, and if this feeling spreads in learners' personalities, it means that they are anxious ones. One of the consequences of this negative feeling of nervousness is that learners forget quickly stuff they already know, and things they want to say about the foreign language. The statement: "in language class, I can get so nervous I forget things I know", is put to observe if learners are anxious or not, so; the results we obtained after the analysis of this statement shows that (55.55 %) of learners strongly agree, (10 %) agree, (21.11 %) disagree, and (13.33 %) strongly disagree. The majority of learners with a percentage of more than (65%) agree with the previously mentioned statement, which refers to the fear and shyness from the teacher and the classmates that push them to get nervous and, consequently, they forget things they know.

217

Learners Choices	Frequency	Percentage
Strongly Agree	50	55.55 %
Agree	9	10 %
Disagree	19	21.11 %
Strongly Disagree	12	13.33 %
Total	90	100 %

Table 82: In Oral Language Class, I Can Get So Nervous I Forget Things I Know.
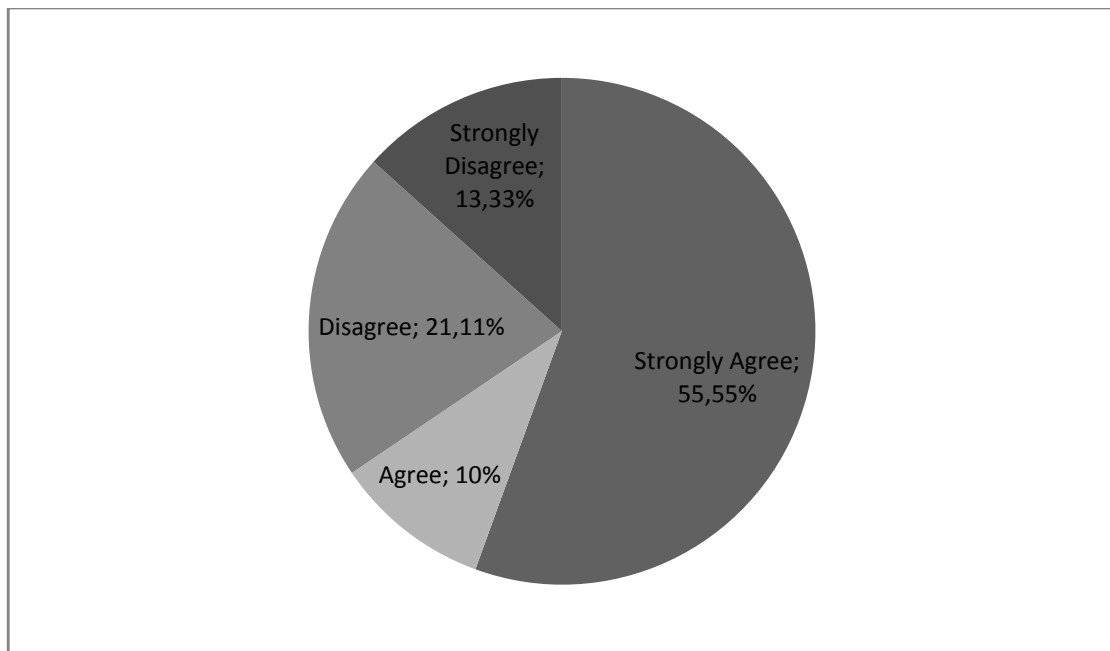
Figure 83: In Oral Language Class, I Can Get So Nervous I Forget Things I Know.

2.5.2.13. It embarrasses me to volunteer answers in my oral language class

The statement: "it embarrasses me to volunteer answers in my oral language class", means that learners feel shy to answer, once they are not pretty sure that the answer is correct. This happens only to learners whose level of anxiety is high. The learners' choice concerning this statement shows that: (18.88 %) of them strongly agree with the statement, (46.66 %) of them agree, (10 %) disagree, and (24.44 %) of the students strongly disagree. This feeling of embarrassment comes to learners because, in venturing speaking, they feel at risk once facing any unwanted reaction, as that from the teacher that may break their personalities, since the result of their volunteer is ambiguous.

Learners Choices	Frequency	Percentage
Strongly Agree	17	18.88 %
Agree	42	46.66 %
Disagree	9	10 %
Strongly Disagree	22	24.44 %
Total	90	100 %

Table 83: It Embarrasses Me to Volunteer Answers in My Oral Language Class.
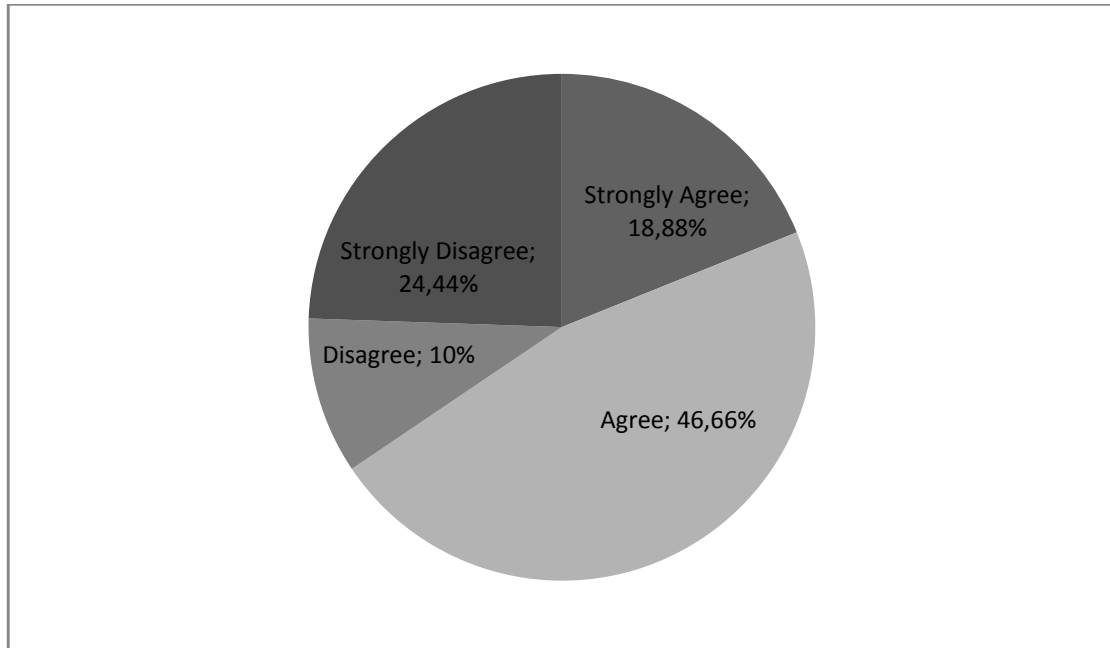
Figure 84: It Embarrasses Me to Volunteer Answers in My Oral Language Class.

2.5.2.14. I would not be nervous speaking the foreign language with native speakers

Speaking the foreign language with native speakers is a pressure provoking situation for anxious learners. In contrary, for non-anxious learners, it will be an enjoyable, and a beneficial situation talking to native speakers; additionally, non-anxious learners benefit some new language, and correct some mistakes; especially, because they are not anxious in this situation; in return, this feeling of comfort prevents them from making mistakes while speaking. The opinions to this statement divide learners according to their personalities into anxious and non-anxious ones. We find (21.11 %) who strongly agree, (13.33 %) who agree, (51.11 %) who disagree and (14.44 %) who strongly disagree. We find that almost (67%) of learners disagree that they would not be nervous speaking the foreign language with native speakers, either

because they are scared of making mistakes in front of natives, or because of their apprehension that they are not able to understand some of foreigners' talk.

Learners Choices	Frequency	Percentage
Strongly Agree	19	21.11 %
Agree	12	13.33 %
Disagree	46	51.11 %
Strongly Disagree	13	14.44 %
Total	90	100 %

Table 84: I Would Not Be Nervous Speaking the Foreign Language With Native Speakers.
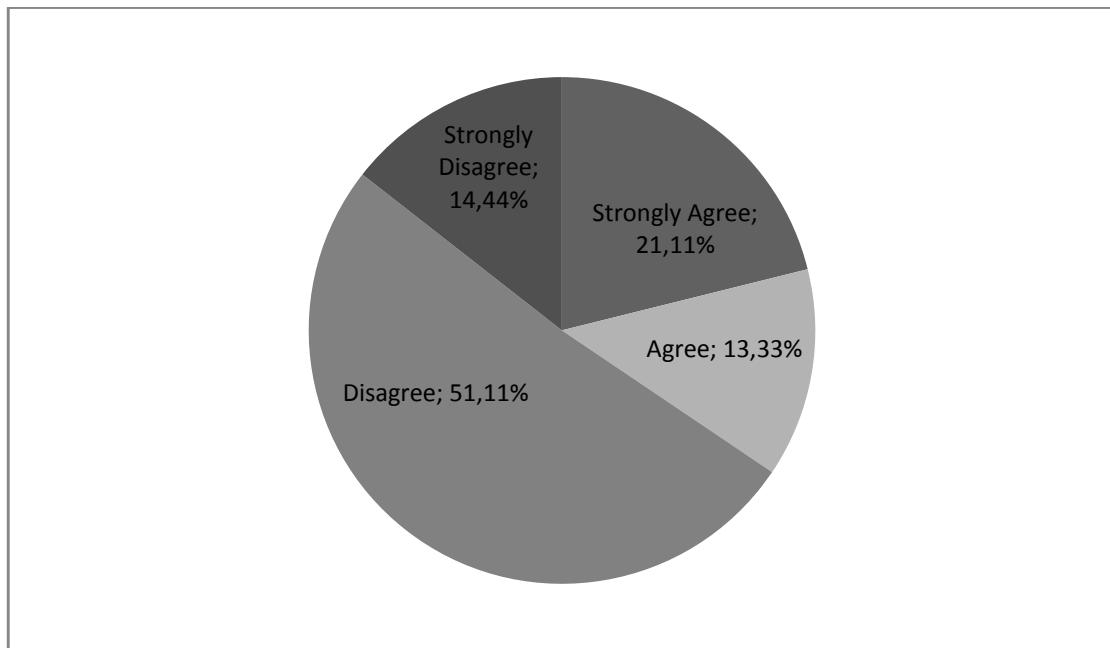
Figure 85: I Would Not Be Nervous Speaking the Foreign Language With Native Speakers.

2.5.2.15. I get upset when I do not understand what the oral language class teacher is correcting

One of the roles a teacher practices is to correct learners' mistakes, which is a part of teaching; so learners are always exposed to their teachers' feedback whenever necessary, in order to teach them correct language. "I get upset when I do not understand what the teacher is correcting", is the statement we propose for our sample of learners, to get those who agree and, those who disagree with this statement, in order to split up our sample to anxious and non-anxious ones, finding that (41.11 %) strongly agree, (24.44 %) agree, (17.77 %) disagree, and (16.66 %) strongly disagree. Almost (66%) of learners agree that they get upset when they do not understand what the oral language class teacher is correcting, this feeling is the reason why learners do not dare asking for more explanation, or for confessing their disability of not comprehending the first explanation, and thus they feel anxious.

Learners Choices	Frequency	Percentage
Strongly Agree	37	41.11 %
Agree	22	24.44 %
Disagree	16	17.77 %
Strongly Disagree	15	16.66 %
Total	90	100 %

Table 85: I Get Upset When I Do Not Understand What the Oral Language Class Teacher Is Correcting
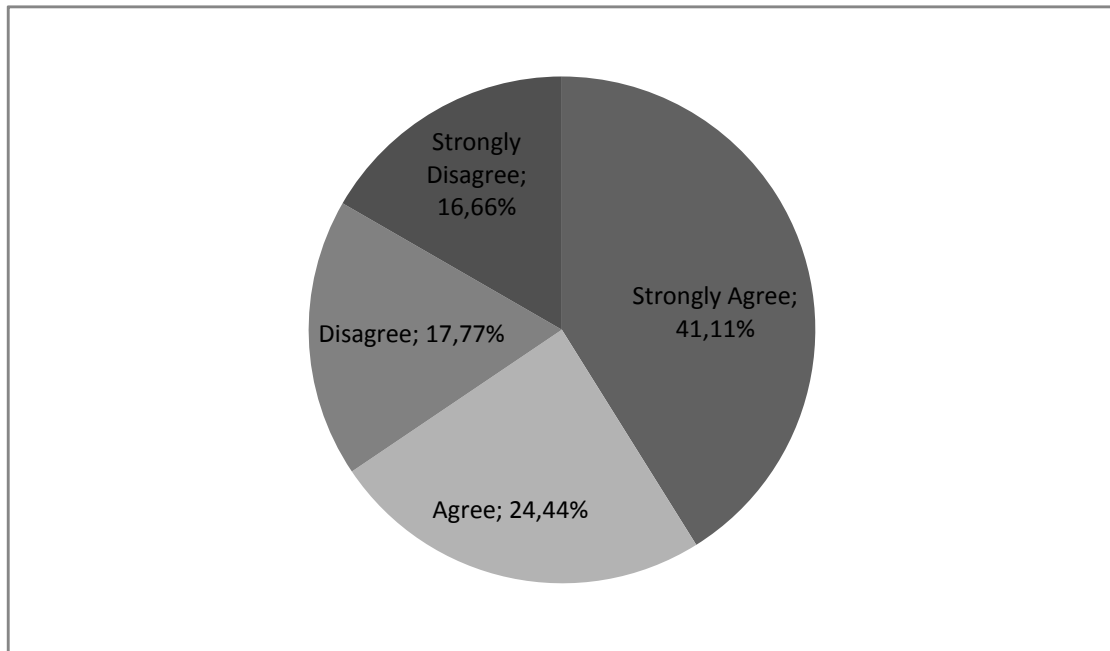
Figure 86: I Get Upset When I Do Not Understand What the Oral Language Class Teacher Is Correcting.

2.5.2.16. Even if I am well prepared for oral language class, I feel anxious about it

In one of the previous questions, we wanted to know about the anxiety that is experienced by learners in case they do not prepare their lessons in advance, which is considered to some extent an acceptable feeling of anxiety, considering it logic for learners to have a percentage level of anxiety in this context. However, in this statement, we want to know about those who feel anxious, even if they prepare in advance the lesson, which signifies that these learners are so anxious in the oral language classroom. Thus, the statement: "Even if I am well prepared for language class, I feel anxious about it" is suitable to know about extremely high anxious learners. Those who strongly agree represent (11.11 %), those who agree represent

(54.44 %), (18.88 %) represent learners who disagree, and the rest (15.55 %) strongly disagree with the statement. Because learners think that the speaking process is a problematic situation for them, this statement shows that more than (66%) of them agree with it. They think that the feeling of anxiety that comes even if they prepare the lesson has no strategy to manage it, since they pressure themselves to be excellent.

Learners Choices	Frequency	Percentage
Strongly Agree	10	11.11 %
Agree	49	54.44 %
Disagree	17	18.88 %
Strongly Disagree	14	15.55 %
Total	90	100 %

Table 86: Even If I Am Well Prepared for Oral Language Class, I Feel Anxious About It
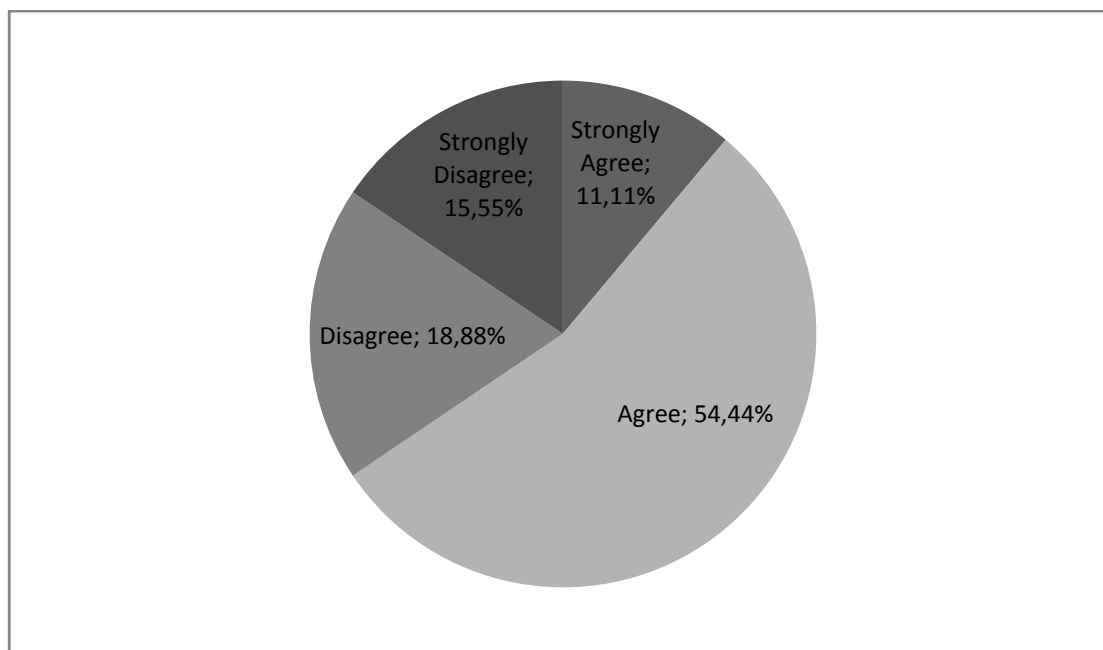
Figure 87: Even If I Am Well Prepared for Oral Language Class, I Feel Anxious about It

2.5.2.17. I often feel like not going to my oral language class I feel confident when I speak in Foreign Language

Lacking the desire to go to the oral language class has many reasons, which can be positive or negative to learners. The statement: "I often feel like not going to my oral language class, I feel confident when I speak in foreign language", is a positive statement, because the reason behind not desiring to go to the oral language class is positive for the language learners, it is about the confidence a learner owns toward himself in the context of speaking a foreign language. (12.22 %) of students strongly agree, (51.11 %) agree, (10 %) disagree, and (24.44 %) strongly disagree with the statement put. Nearly (66%) of students in our sample agree with this statement, an indication that the learner does not suffer low anxiety; but rather, he trusts himself, and this feeling lowers any negative feelings that may appear inside him, among which anxiety is one. This confidence may come from lot of practice either with the listening skill, or the speaking one.

Learners Choices	Frequency	Percentage
Strongly Agree	13	14.44 %
Agree	46	51.11 %
Disagree	9	10 %
Strongly Disagree	22	24.44 %
Total	90	100 %

Table 87: I Often Feel Like Not Going to My Oral Language Class.
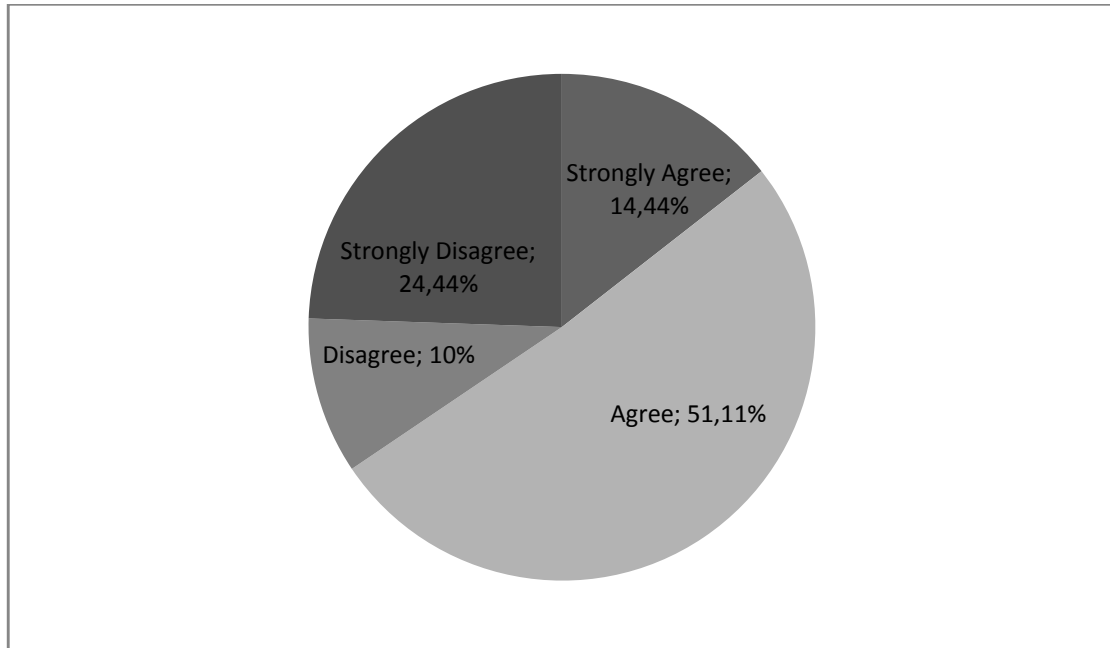
Figure 88: I Often Feel Like Not Going to My Oral Language Class.

2.5.2.18. I feel confident when I speak in Oral foreign Language Class

Still with the term confidence, feeling confident in speaking the foreign language classroom means that learners are not anxious, because they own a high level of self-esteem, which defeats anxiety inside them. The statement: "I feel confident when I speak in foreign language class" is not different from the previous statement in its meaning; they both talk about confidence in learners, in that the learners are confident and not anxious. This statement receives (13.33 %) out of the whole population who say that they strongly agree with the statement, (21.11 %) who state that they agree with it, (15.55 %) of learners disagree, and (50 %) of them strongly agree with the statement. From the results obtained, we deduce that more than (65 %) of learners disagree with this statement; they do not feel confident when speaking the oral skill, it is either because they have linguistic problems or they need

to learn more to trust their information, or because whatever they learn, their psychological status hinders their capacities in speaking.

Learners Choices	Frequency	Percentage
Strongly Agree	12	13.33 %
Agree	19	21.11 %
Disagree	14	15.55 %
Strongly Disagree	45	50 %
Total	90	100 %

Table 88: I Feel Confident When I Speak in Oral Foreign Language Class.
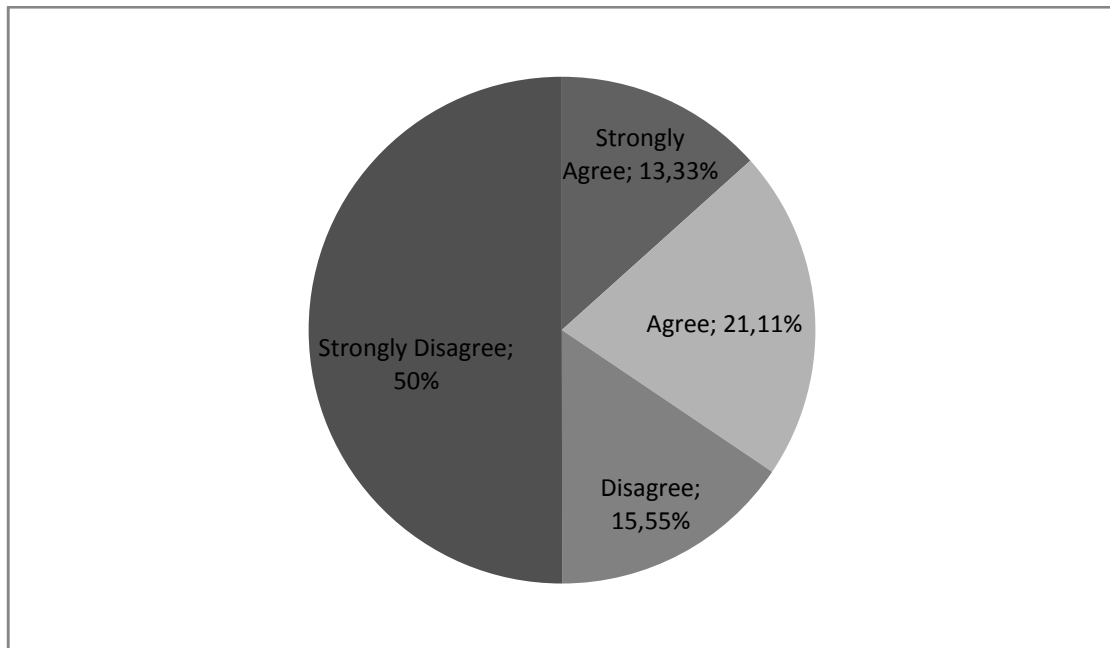
Figure 89: I Feel Confident When I Speak in Oral Foreign Language Class.

2.5.2.19. I am afraid that my oral language teacher is ready to correct every mistake I make

We want to find who experiences the feeling of being corrected each time by the teacher among our learners, for the aim to classify them as anxious learners, by suggesting the statement "I am afraid that my language teacher is ready to correct every mistake I make", and check learners' answers. The researcher finds (25.55 %) who strongly agree, (40 %) who agree, (4.44 %) disagree with the statement, and (30%) strongly disagree. The higher percentage of learners agree with this statement, they represent nearly (66 %) of the whole population, it is because the teacher's corrections of every mistake learners may commit make learners feel shy, and afraid, thus they inhibit to speak in the language classroom, for the aim to avoid the teacher continuous correction of every mistake. This is because the level of anxiety of learners becomes high.

Learners Choices	Frequency	Percentage
Strongly Agree	23	25.55 %
Agree	36	40 %
Disagree	4	4.44 %
Strongly Disagree	27	30 %
Total	90	100 %

Table 89: I Am Afraid That My Oral Language Teacher Is Ready to Correct Every Mistake I Make.
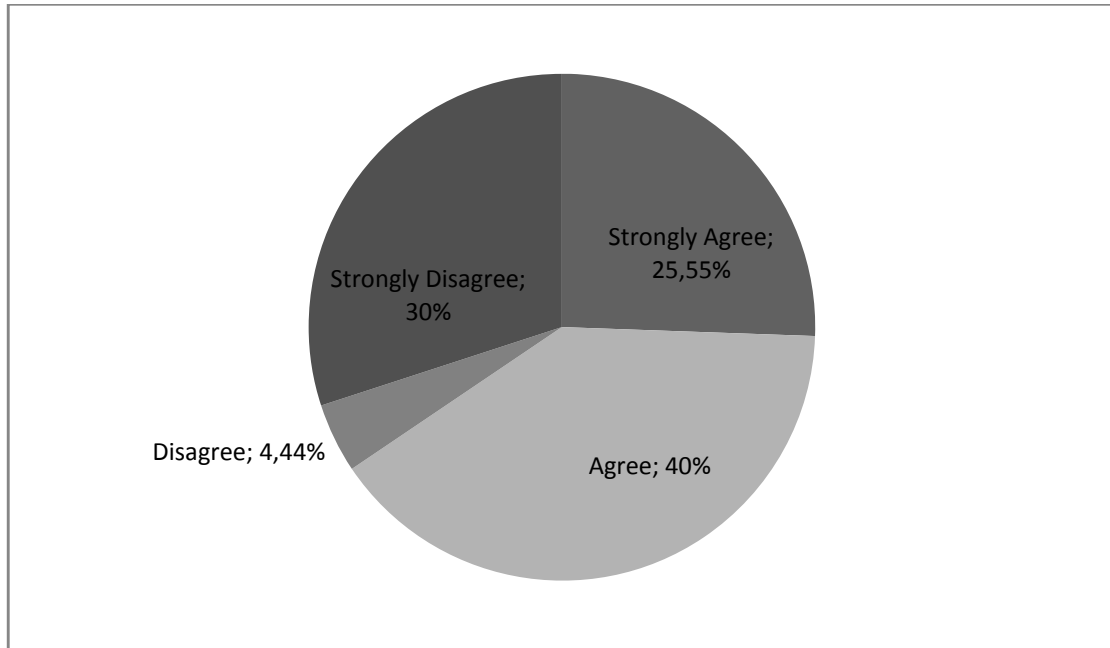
Figure 90: I Am Afraid That My Oral Language Teacher Is ready to Correct Every Mistake I Make.

2.5.2.20. I can feel my heart pounding when I am going to be called on in the oral language class

In an oral language class situation that makes learners' heart pounding, learners must feel anxious. For our statement: "I can feel my heart pounding when I am going to be called on in the oral language class", we find as answers that (28.88%) of our learners strongly agree with the statement, (36.66 %) agree with it, (18.88 %) disagree, and those who strongly disagree represent (15.55 %) of the whole population. We notice that more than (64 %) of our learners agree with this statement, this is because when learners are going to be called on, their hearts beats so hard, and the beats are fast, to the point that the learners can feel them pounding inside their

chest. This feeling controls the learners, and makes them feel very anxious; which exhibits some danger for their psychological status.

Learners Choices	Frequency	Percentage
Strongly Agree	26	28.88 %
Agree	33	36.66 %
Disagree	17	18.88 %
Strongly Disagree	14	15.55 %
Total	90	100 %

Table 90: I Can Feel My Heart Pounding When I Am Going to Be Called on in the Oral Language Class
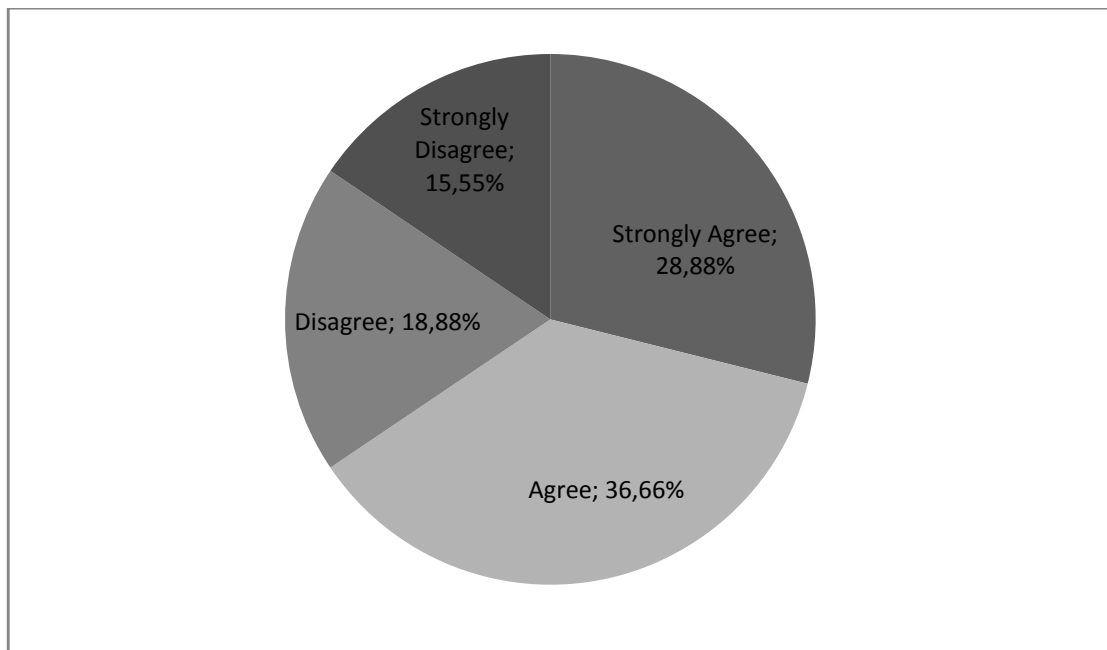
Figure 91: I Can Feel My Heart Pounding When I Am Going to Be Called on in the Oral Language Class.

2.5.2.21. The more I study for a language test, the more confused I get

Learners are supposed to have tests, during the academic year, more than one time. Learners with no psychological problems, concerning anxiety, their study for a test lowers their anxiety and fear to fail in the test, the more they study the more confident they get, and the clearer the lesson will be for them. However, we are interested in the coming statement, to count those who feel the opposite i.e. each time they revise, the more they get confused, those leaners suffer high anxiety level, stating the expression "The more I study for a language test, the more confused I get", we get (16.66 %), and (48.88 %) for students who strongly agree and agree respectively, and (28.88 %) and (5.55 %) for students who disagree, and strongly disagree respectively as well. Almost (66%) of learners agree that the more they study for a language test, the more confused hey get, because they are already afraid to fail, so they study lot but this feeling of failure controls them, and defeats each positive feeling which results in confusion because they are psychologically not positively stable.

Learners Choices	Frequency	Percentage
Strongly Agree	15	16.66 %
Agree	44	48.88 %
Disagree	26	28.88 %
Strongly Disagree	5	5.55 %
Total	90	100 %

Table 91: The More I Study for a Language Test, the More Confused I Get
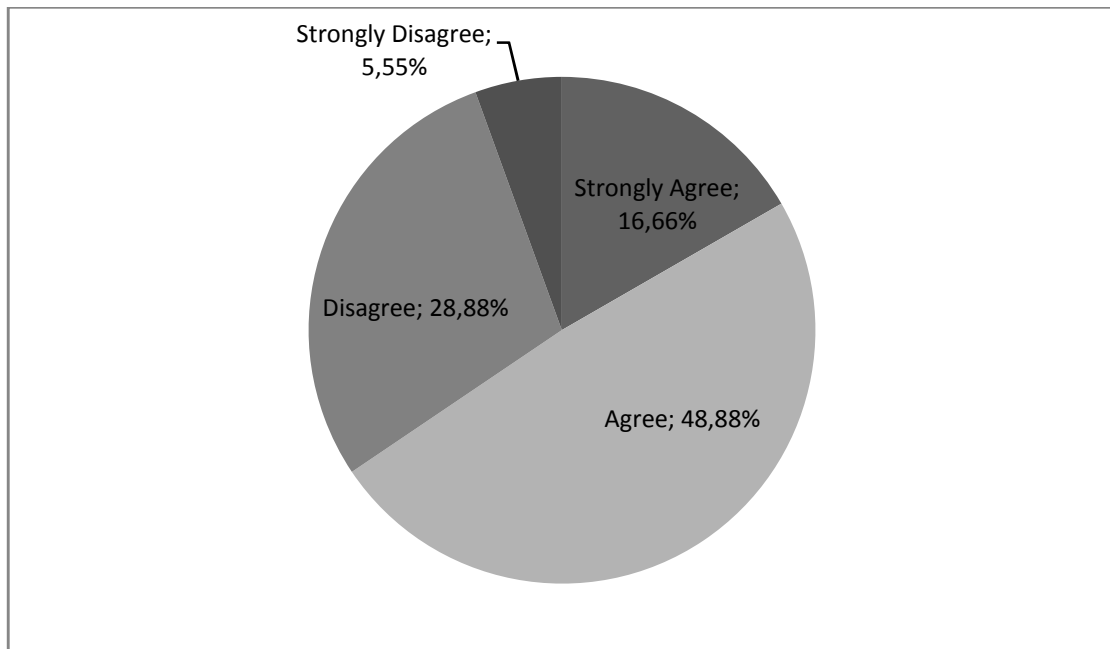
Figure 92: The More I Study for a Language Test, the More Confused I Get

2.5.2.22. I do not feel pressure to prepare very well for oral language class

Another term that replaces the expression feeling anxious is feeling under pressure. So the statement: "I do not feel pressure to prepare very well for oral language class", represents a learner who is not anxious. The main aim behind this statement is to know anxious learners from non-anxious ones, through ranking their answers to this statement, so this statement divides learners as the following: (5.55%) for learners who strongly agree and (28.88 %) for learners who agree, (48.88) for learners who disagree, and finally (16.66 %) for those who strongly disagree. We notice that more than (65%) of learners in our sample feel pressure to prepare very well for oral language class, for the reason that while preparing, learners think of the type of the lesson or test they will be faced with in the classroom, with the presence of their teacher and classmates, as they think of the negative results they may get in the

classroom, so this feeling raises and creates in them the feeling anxiety or stress in the preparation of their lessons.

Learners Choices	Frequency	Percentage
Strongly Agree	5	5.55 %
Agree	26	28.88 %
Disagree	44	48.88 %
Strongly Disagree	15	16.66 %
Total	90	100 %

Table 92: I Do Not Feel Pressure to Prepare Very Well for Oral Language Class.
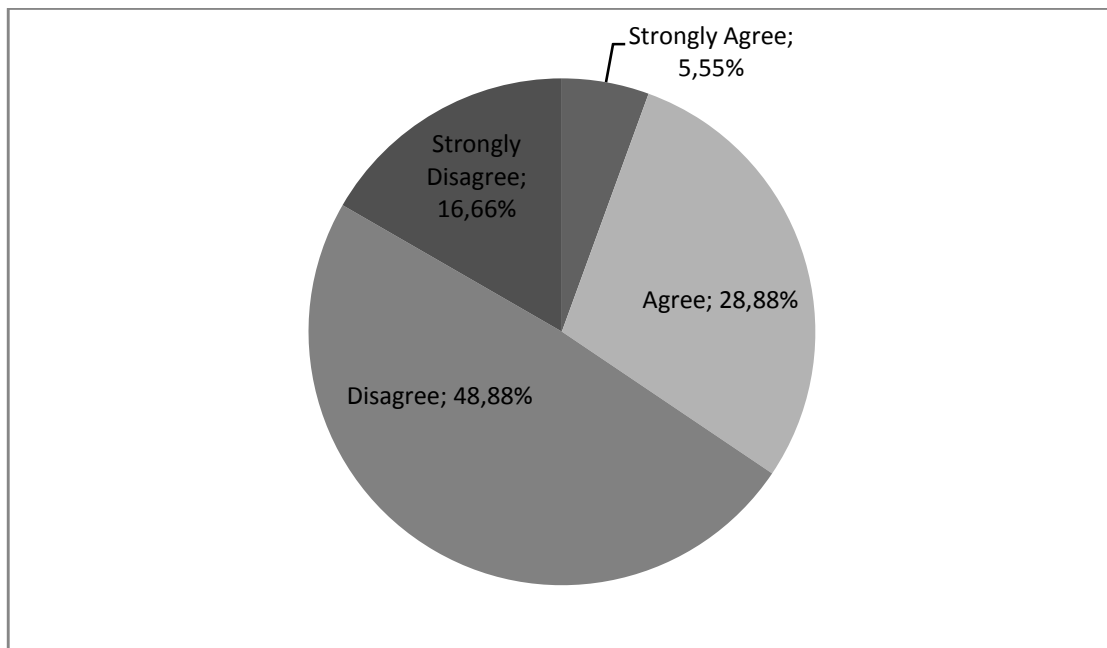
Figure 93: I Do Not Feel Pressure to Prepare Very Well for Oral Language Class.

2.5.2.23. I always feel that the other students speak the foreign language better than I do

When the students repeatedly feel that other peers talk better than they do, with or without reasons, and they continuously compare themselves as inferior in speaking to others, this creates problems for them. This status comes from the anxiety learners suffer. In this context, the statement: "I always feel that the other students speak the foreign language better than I do", gathers (13.33 %) for students who say they strongly agree, (52.22 %) for students who agree, for learners who disagree we have (14.44 %), and for the alternative strongly disagree, we gather (20%). So the majority of learners agree with this statement with a percentage of nearly (67 %), we explain it that for normal students this is logic, and expected, because there is a logic reason for learners to feel that way. Learners may feel that there is another student, or other students who are better than them, if for example, their peers talk more fluently or get better grades than their grades, which creates a feeling of challenge to be like them, and even better.

Learners Choices	Frequency	Percentage
Strongly Agree	12	13.33 %
Agree	47	52.22 %
Disagree	13	14.44 %
Strongly Disagree	18	20 %
Total	90	100 %

Table 93: I Always Feel that the Other Students Speak the Foreign Language Better Than I Do.
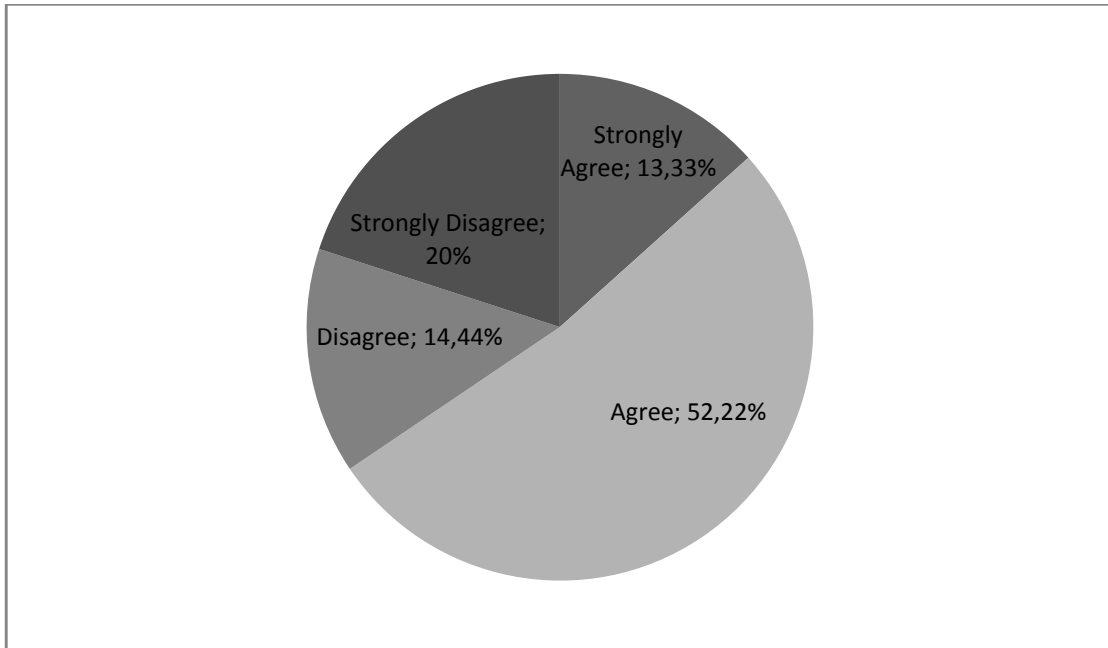
Figure 94: I Always Feel that the Other Students Speak the Foreign Language Better Than I Do.

2.5.2.24. I feel very self- anxious about speaking the oral foreign language in front of other students

Another kind of learners, in addition to the previously mentioned kinds, is the type of learners who feel anxious to talk with their classmates or with other students from other classes. The statement that best covers what we said is "I feel very self-anxious about speaking the foreign language in front of other students", it enables us to have (53.33 %) of learners who strongly agree, (12.22 %) who agree, (24.44 %) of them disagree, and(10 %) strongly disagree. We deduce that more than (67%) of students agree that they feel very self- anxious about speaking the oral foreign language in front of other students, because they do not trust themselves and they fear making mistakes that they cannot tolerate.

235

Learners Choices	Frequency	Percentage
Strongly Agree	48	53.33 %
Agree	11	12.22 %
Disagree	22	24.44 %
Strongly Disagree	9	10 %
Total	90	100 %

Table 94: I Feel Very Self-anxious about Speaking the Foreign Language in Front of Other Students.
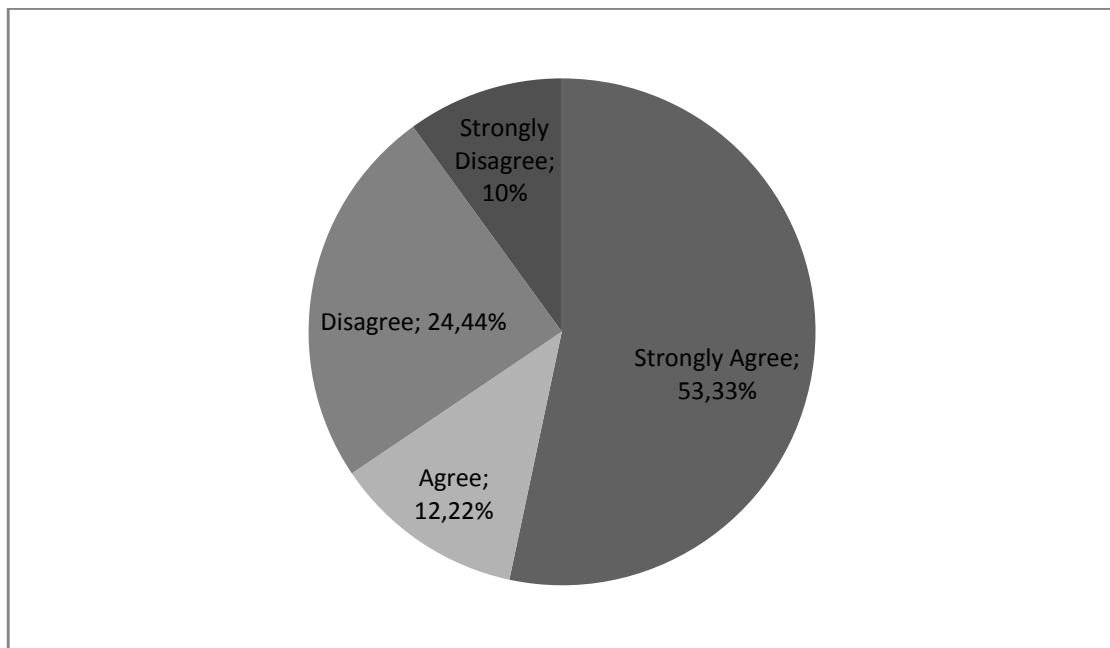
Figure 95: I Feel Very Self-anxious about Speaking the Foreign Language in Front of Other Students.

2.5.2.25. Oral Language class moves so quickly I worry about getting left behind

We tried to see how many learners are anxious, through their choice to the statement: "oral language class moves so quickly, I worry about getting left behind", and we succeeded to have the percentages (23.33 %) for those who strongly agree, (42.22 %), for learners who agree with this statement, learners who disagree represent only (7.77 %), and those who strongly disagree with the statement represent (26.66%) from the whole population. We observe that (65.55 %) of students agree that they see oral language class moves so quickly, and they worry about getting left behind, those students feel that they are inferior to their classmates, or they have feelings that they can never trust their abilities to be in the same line with the lessons, so they cannot understand all the lessons, and go hand in hand with the lessons, they always have a strong feeling of anxiety by thinking that way.

Learners Choices	Frequency	Percentage
Strongly Agree	21	23.33 %
Agree	38	42.22 %
Disagree	7	7.77 %
Strongly Disagree	24	26.66 %
Total	90	100 %

Table 95: Oral Language Class Moves so Quickly I Worry about Getting Left Behind.
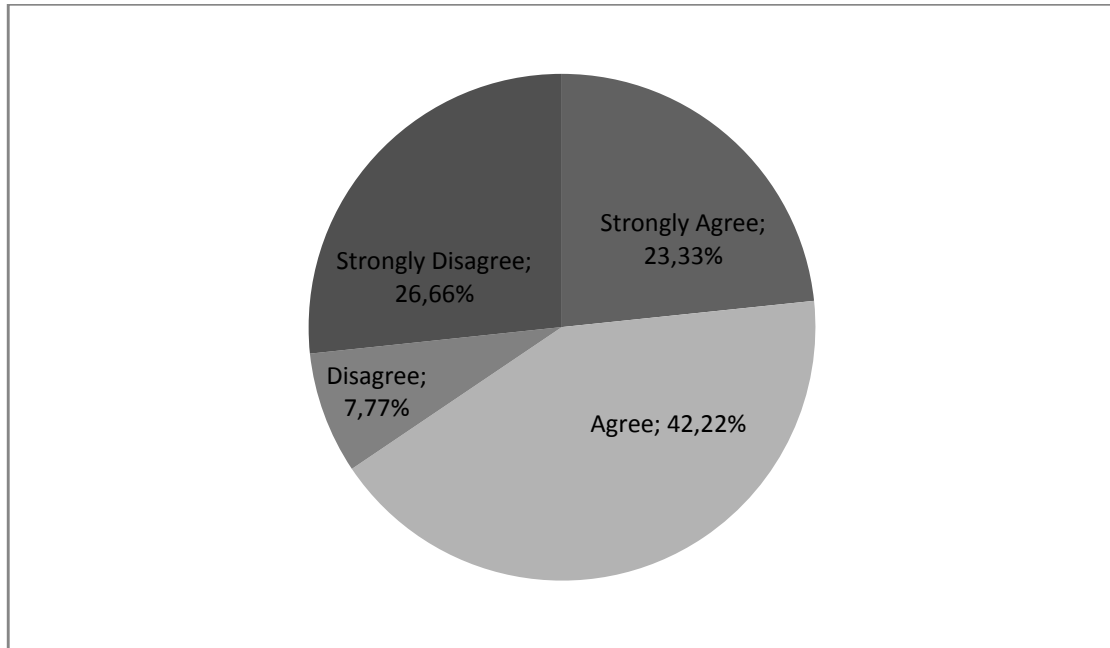
Figure 96: Oral Language Class Moves So Quickly I Worry about Getting Left Behind.

2.5.2.26. I feel more tense and nervous in my oral language class than in my other classes

The statement "I feel more tense and nervous in my oral language class than in my other classes", includes all the modules, and compares them to, particularly, the oral expression module. The present statement shows that (31.11 %) of learners strongly agree with it, (34.44 %) of them agree with this statement, (31.11 %) disagree, and only (3.33 %) of learners strongly disagree. We find that almost (66 %) of our students agree with this statement, because in speaking the foreign language a student think that he is to be braver, and more courageous to perform it, in comparison to other modules; especially, that some learners do not feel at ease, but get more tense, and nervous instead, which indicates that they are anxious learners. So, Feeling nervous and tense does not ameliorate learning of any type.

238

Learners Choices	Frequency	Percentage
Strongly Agree	28	31.11 %
Agree	31	34.44 %
Disagree	28	31.11 %
Strongly Disagree	3	3.33 %
Total	90	100 %

Table 96: I Feel More Tense and Nervous in My Oral Language Class Than in My Other Classes.
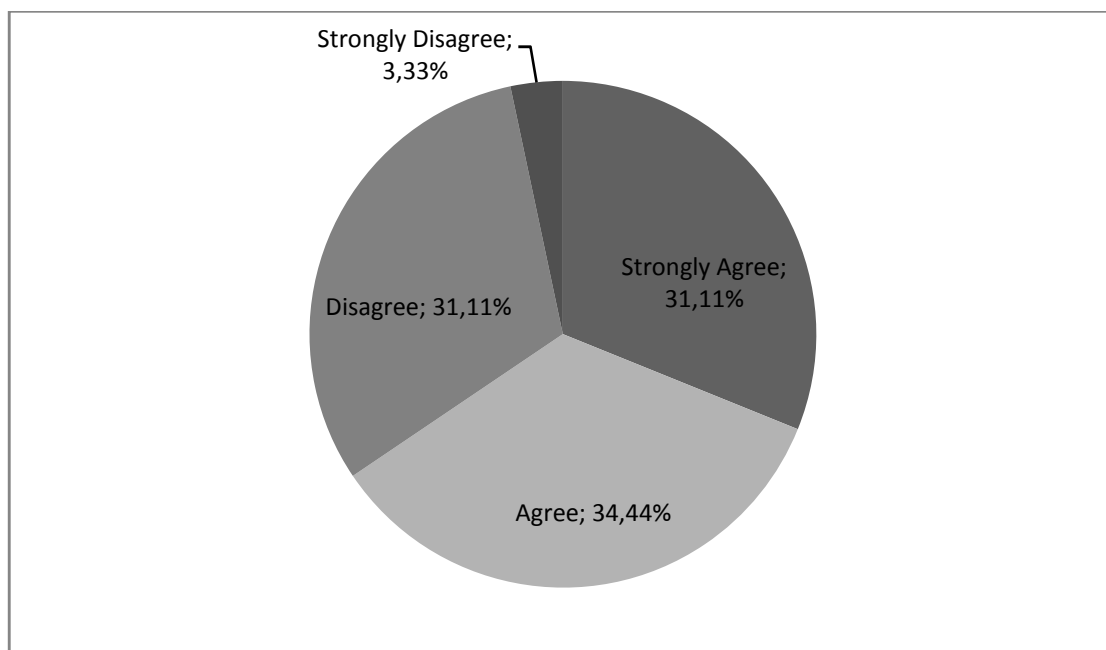
Figure 97: I Feel More Tense and Nervous in My Oral Language Class Than in My Other Classes.

2.5.2.27. I get nervous and confused when I am speaking in my language class

Following now is another statement in the same context, but this one is not absolutely the same of the previous one. This statement divides leaners into anxious and non-anxious ones through the percentages: (41.11 %) for learners who strongly agree, (24.44 %) for learners who agree, (26.66 %) for students who disagree, and (7.77 %) for those who strongly disagree. We conclude that (65. 55 %) of learners in our sample get nervous and confused when they are speaking in their language class, and the reason is that they are afraid that other learners will get bored listening to their speech, or the listeners cannot grasp the information that speakers supply.

Learners Choices	Frequency	Percentage
Strongly Agree	37	41.11 %
Agree	22	24.44 %
Disagree	24	26.66 %
Strongly Disagree	7	7.77 %
Total	90	100%

Table 97: I Get Nervous and Confused When I Am Speaking in My Language Class

Strongly Disagree;
7,77%

Disagree; 26,66%

Strongly Agree;
41,11%

Agree; 24,44%
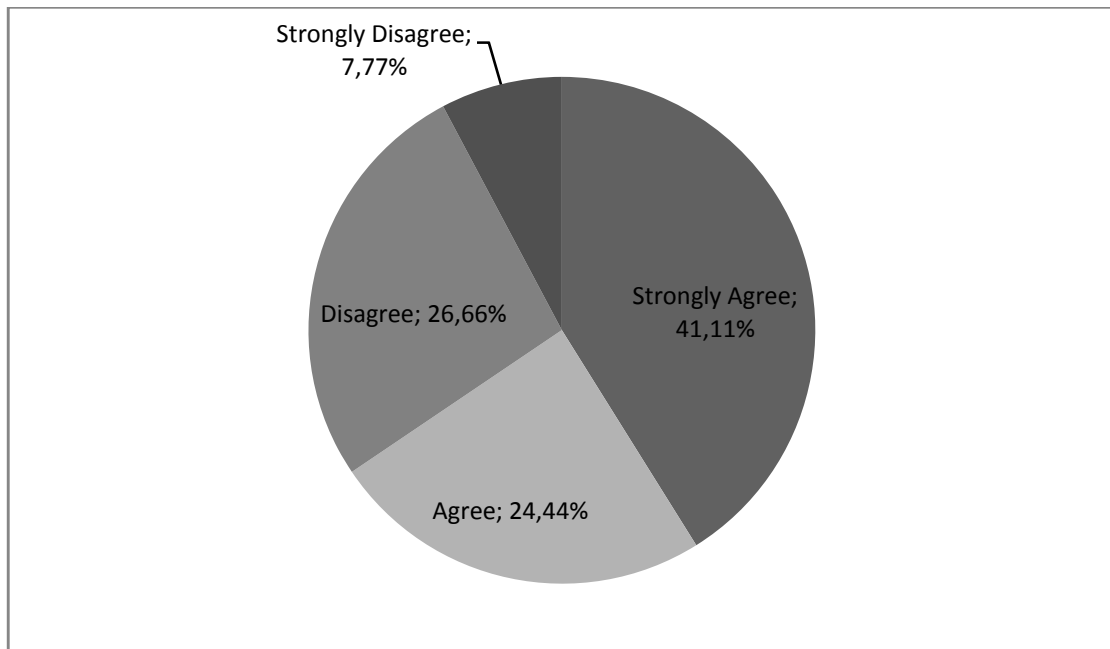
Figure 98: I Get Nervous and Confused When I Am Speaking in My Language Class

2.5.2.28. When I am on my way to oral language class, I feel very sure and relaxed.

Following now, is another statement in the same context, but this one is absolutely the opposite of the previous one. So, the statement "when I am on my way to language class, I feel very sure and relaxed" brings the classification of learners as the following: (18.88%) for strongly agree, (15.55 %) for agree, (14.44 %) for disagree, and finally (51.11 %) for strongly disagree. We deduce that (65.55%) of students who do not feel happy once going to the foreign language oral session, they are not sure of themselves and they do not feel relaxed also, either because they do not feel that they are able to show their capacities, or because they do not like the oral session, and they are not determined to learn how to be a good speakers, whatever the language they possess, an oral session is not the solution for their problems in speaking, so those individuals feel anxious.

Learners Choices	Frequency	Percentage
Strongly Agree	17	18.88 %
Agree	14	15.55 %
Disagree	13	14.44 %
Strongly Disagree	46	51.11 %
Total	90	100 %

Table 98: When I Am on My Way to Oral Language Class, I Feel Very Sure and Relaxed.
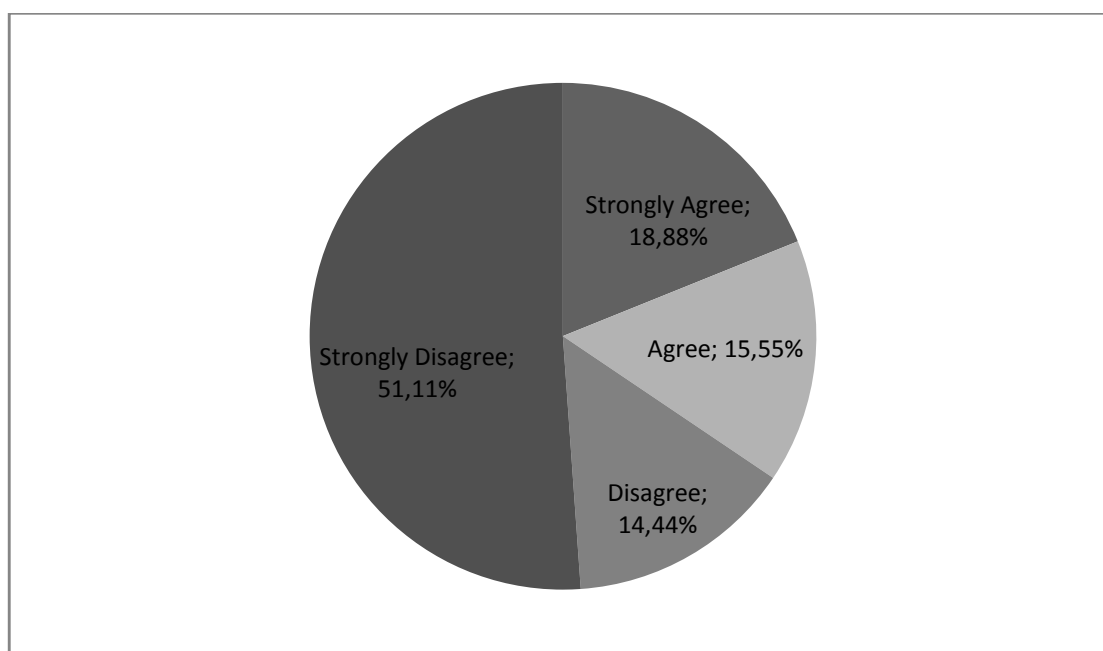
Figure 99: When I Am on My Way to Oral Language Class, I Feel Very Sure and Relaxed.

2.5.2.29. I get nervous when I do not understand every word the oral language teacher says

One of the rationales that push some learners to be nervous is when they do not understand every word the teacher says, in sum a situation that calls for anxiety for them. In this study, this kind of learners exists with the percentages (24.44 %), and (41.11 %) for learners who strongly agree and agree, respectively, that they get nervous when they do not understand every word the oral language teacher says, and (10 %) for learners who disagree, and (24.44 %) for those who strongly disagree with our statement. The greater percentage (65.55%) refers to those who agree that get nervous when they do not understand every word the oral language teacher says, many reasons make them feel nervous for this situation, from which they cannot be able to follow what the teacher is saying, if they stay stuck each time they will fail to follow the teacher, and they will get lost, another probable reason that causes them to be nervous, is that they will be shy to ask the teacher many times for the explanation of lot of words they are not capable to understand, because they will seem foolish for their many interrogations, this is according their way of thinking.

Learners Choices	Frequency	Percentage
Strongly Agree	22	24.44 %
Agree	37	41.11 %
Disagree	9	10 %
Strongly Disagree	22	24.44 %
Total	90	100 %

Table 99: I Get Nervous When I Do Not Understand Every Word the Oral Language Teacher Says.
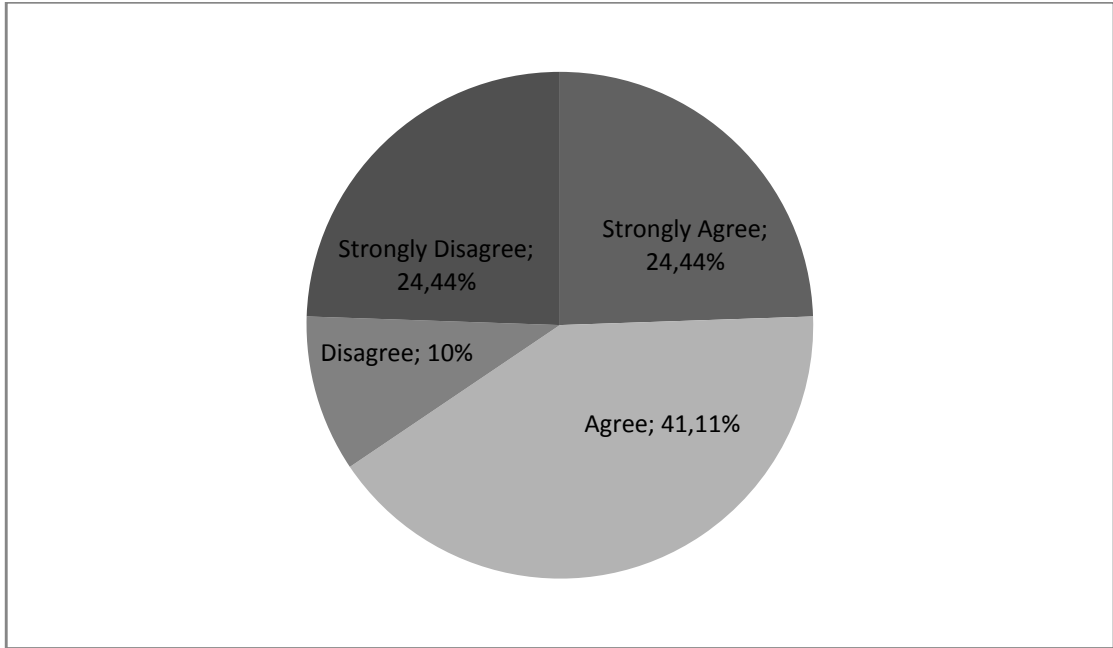
Figure 100: I Get Nervous When I Do Not Understand Every Word the Oral Language Teacher Says.

2.5.2.30. I feel overwhelmed by the number of rules I have to learn to speak a foreign language

Learners who agree with the statement "I feel overwhelmed by the number of rules I have to learn to speak a foreign language" are anxious learners, while those who disagree with it are not anxious ones. We have (18.88 %) for learners who strongly agree (46.66 %) for students who agree, (25.55 %) for those who disagree, and finally (8.88 %) say that they strongly disagree with the statement. Almost (66%) of our learners agree that they feel overwhelmed by the number of rules they have to learn to speak a foreign language. When learners enjoy learning, they do not feel overloaded with the number of rules they are supposed to study, they feel at ease and in comfort. Whereas, when they are anxious learners, they will complain about the module and the rules it contains, thinking that the number of rules is very huge, and it is very difficult to memorize all of them.

Learners Choices	Frequency	Percentage
Strongly Agree	17	18.88 %
Agree	42	46.66 %
Disagree	23	25.55 %
Strongly Disagree	8	8.88 %
Total	90	100 %

Table 100: I Feel Overwhelmed by the Number of Rules I Have to Learn to Speak a Foreign Language.
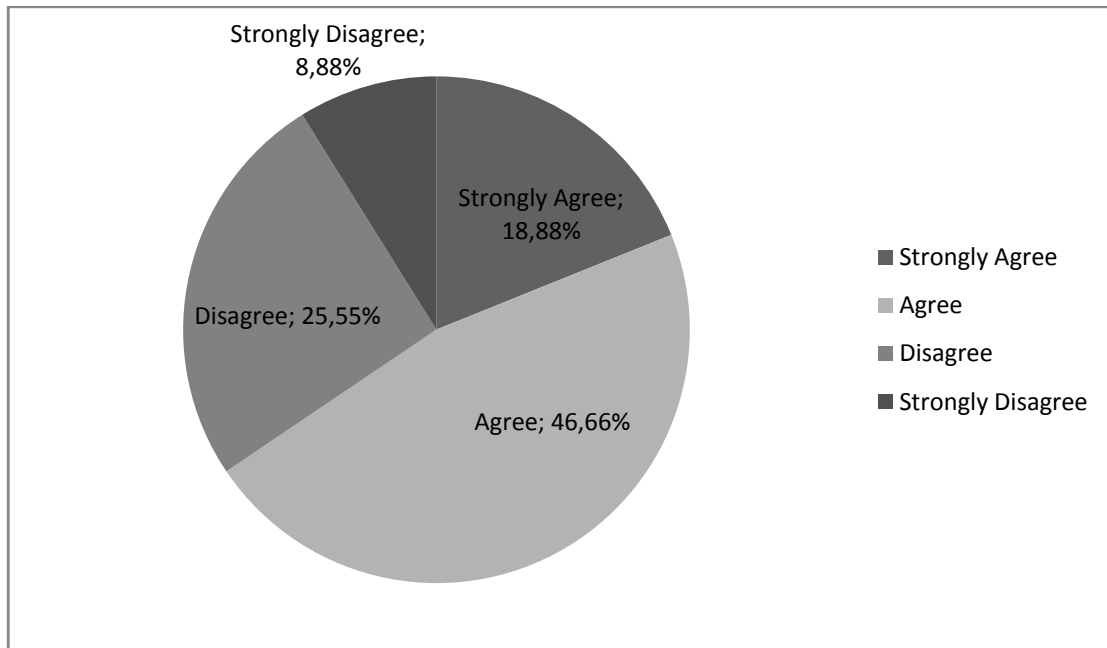
Figure 101: I Feel Overwhelmed by the Number of Rules I Have to Learn to Speak a Foreign Language

2.5.2.31. I am afraid that the other students will laugh at me when I speak the foreign language

We propose the statement: "I am afraid that the other students will laugh at me when I speak the foreign language" to our learners, we mean that students are afraid that their classmates will laugh at them, which is a real situation that some students may be put in, and which creates a state of anxiety inside them. This statement detaches anxious learners from those non anxious ones, learners put that they strongly agree (45.55 %), agree (20 %), disagree (12.22 %), strongly disagree (22.22 %). The majority of learners agree that they are afraid that the other students will laugh at them when they speak the foreign language, if learners are afraid of others' reactions, they are unsure of themselves and they feel afraid of their classmates critics, their personalities are easy to break and to get harmed, one example of the others' reactions is mentioned in this statement.

Learners Choices	Frequency	Percentage
Strongly Agree	41	45.55 %
Agree	18	20 %
Disagree	11	12.22 %
Strongly Disagree	20	22.22 %
Total	90	100 %

Table 101: I Am Afraid That the Other Students Will Laugh at Me When I Speak the Foreign Language.
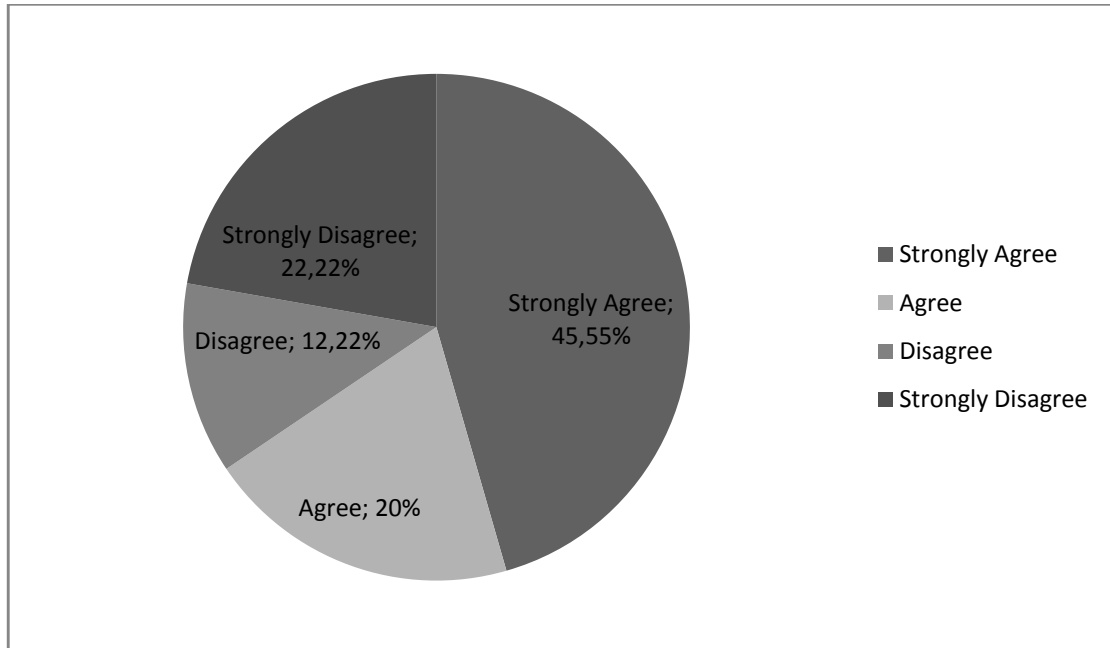
Figure 102: I Am Afraid that the Other Students Will Laugh at Me When I Speak the Foreign Language.

2.5.2.32. I would probably feel comfortable around native speakers of the foreign language

Previously, in the statement "I would not be nervous speaking the foreign language with native speakers"; we ranked anxious learners when they speak to foreign speakers. Now, likely for our statement "I would probably feel comfortable around native speakers of the foreign language", in which non anxious learners are meant to choose it, because it is about feeling comfortable while talking to native speakers of the foreign language, we ranked the answers that show that most of learners are against this statement, by ticking strongly agree with a percentages of (21.11 %), (13.33 %) for strongly agree and agree respectively, (48.88 %) for disagree, and (16.66 %) for strongly disagree. More than (65%) in our sample of learners disagree that they would probably feel comfortable around native speakers of the foreign language, because they consider speaking to native speakers a hard

situation in which they can fail to understand their authentic English, because learners

do not know everything about English, or afraid not to be understood because they are

not like natives in the linguistic competence like the pronunciation and grammar.

Learners Choices	Frequency	Percentage
Strongly Agree	19	21.11 %
Agree	12	13.33 %
Disagree	44	48.88 %
Strongly Disagree	15	16.66 %
Total	90	100 %

Table 102: I Would Probably Feel Comfortable Around Native Speakers of the
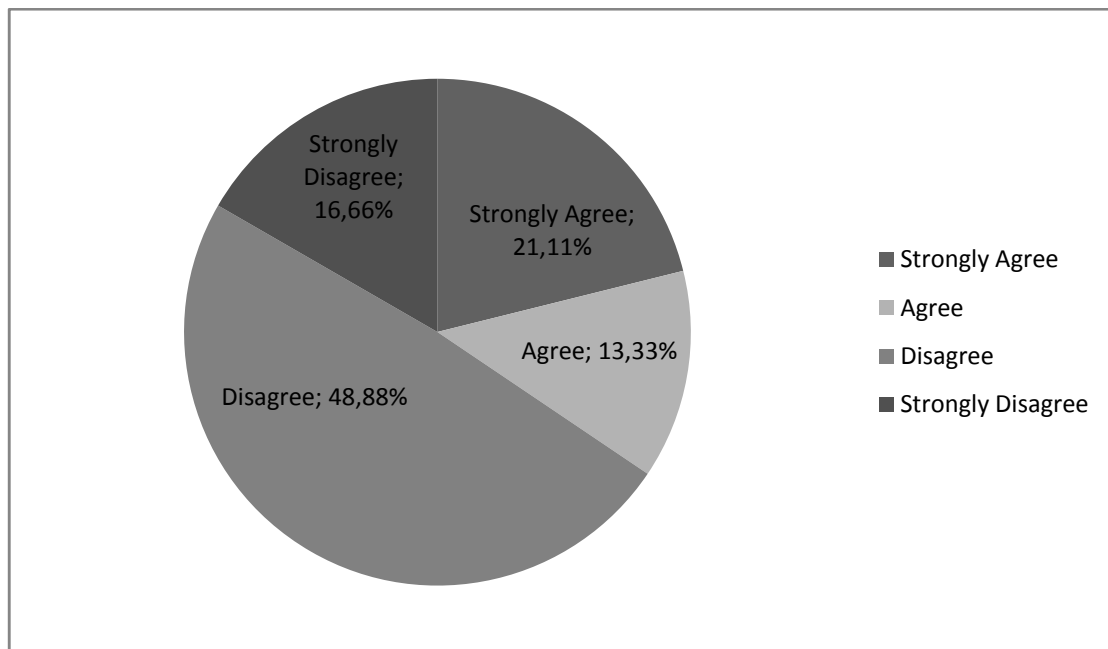
Foreign Language.

Figure 103: I Would Probably Feel Comfortable Around Native Speakers of the

Foreign Language.

2.5.2.33. I get nervous when the oral language teacher asks questions which I have not prepared in advance

If the teachers ask learners about some information that learners have to prepare it in advance, while a type of learners does not prepare it in advance, a type of students may have the capacity to think quickly about the topic, or express any idea about the subject in hand, thinking that they may overcome the problem easily, this type indicates non-anxious learners; other type of learners cannot deal with the situation, to know about them, we propose the statement: "I get nervous when the language teacher asks questions which I have not prepared in advance". We get students who are with this statement, stating that they strongly agree (36.33 %), and others in the same line, they agree (28.88 %); as we get (22.22 %), and (12.22 %) for students who disagree with it by ticking disagree, and strongly disagree respectively. So, we obtain (65.21 %) for learners who agree that they get nervous when the oral language teacher asks questions which they have not prepared in advance. This nervousness comes from fear of the teacher's oral criticism, or the verbal one which is the low mark they will get, or the students' reactions toward an unprepared answer, for the reason that learners may have not lot of ideas about the topic, or they are not sure about their information, so they will not be confident about themselves concerning the participation, and consequently those students may feel nervous if called by the teacher to answer because they are anxious learners.

Learners Choices	Frequency	Percentage
Strongly Agree	33	36.66 %
Agree	26	28.88 %
Disagree	20	22.22 %
Strongly Disagree	11	12.22 %
Total	90	100 %

Table 103: I Get Nervous When the Oral Language Teacher Asks Questions

Which I Have Not Prepared in Advance.
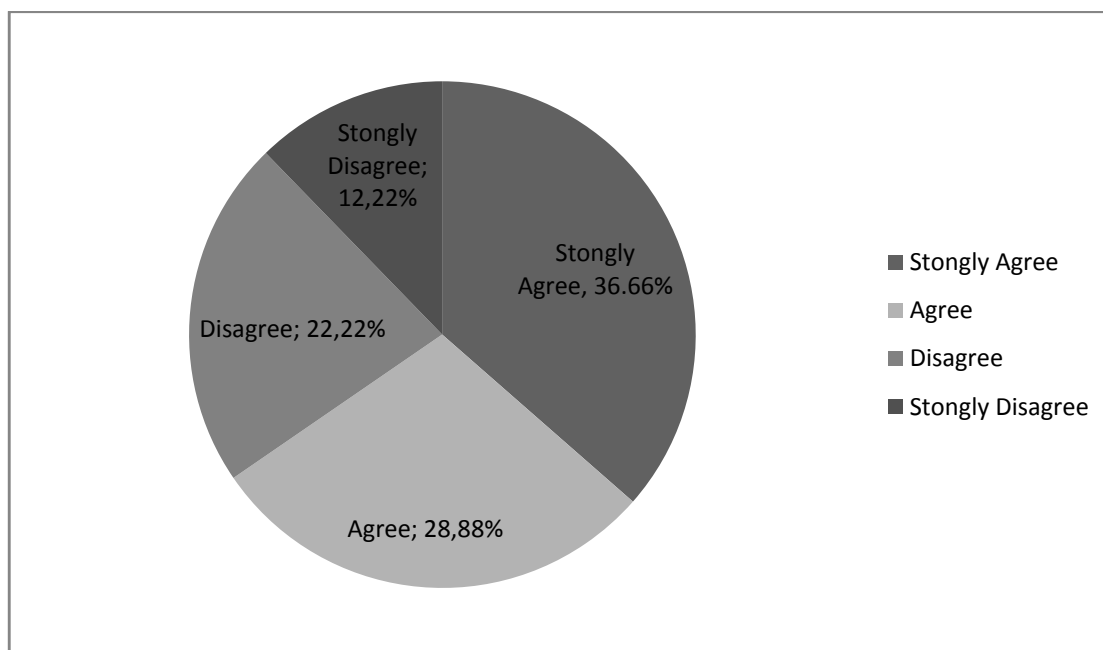
Figure 104: I Get Nervous When the Oral Language Teacher Asks Questions

Which I Have Not Prepared in Advance

3.   **The Picture Description Task**

A way to assess learners' language output concerning fluency, accuracy and the complexity is to use a picture description task (Fiestas and Peña 2004). The

advantage of conducting the story description task is as mentioned by Mizera who explains that:

> This technique had the additional advantage of forcing subjects to describe the same stimuli and produce similar narratives. A free interview or conversational format would have allowed subjects to switch topics and styles of discourse, and would almost certainly have produced less uniform speech samples, samples that would have been difficult to compare to each other. (2006, p. 50).

The principle of conducting the story description activity is presented in a succession of many pictures. If teachers prudently choose pictures for learners, they will tremendously aid them to produce a story orally (Crisp and Sweiry, 2006). This technique is also beneficial for teachers because:

> The advantage of tasks in this category is that they allow the researcher to constrain what the speakers will talk about while not putting specific words or sentence constructions into their mouths, and without making demands on memory for story events encountered before. (Segalowitz, 2010, p. 43)

Participants are given two minutes to prepare what to say for the story, before they start narrating it orally. Then, the role of the researcher is to record each story from the sample and then transcribe it to test fluency in their speech.

The story consists of eight sequences of pictures that are orderly organized, it is selected from Tavakoli and Foster (2011); the story pictures are printed on an A4 paper, and the researcher gives learners two minutes to look very well in the pictures and understand the story so they can narrate it later, then no help is given to learners later. The researcher has informed the participants that he needs their fluent narration of the story, and not only to find out what the story is about. Learners are informed,

also, that they are given two minutes to look well in the sequence of pictures to understand them before starting their talk.

After listening to each student, his/her speech or story description task WAS recorded, and instances of mistakes in fluency indices are studied individually.

The learners' speech is scored in terms of fluency from 1 to 10. When the score is high, it refers to a good fluency, and if the score is low, it logically refers to a weak level of fluency.

In the picture description task, the learners are given a set of pictures, and they are asked to apply their creativity to create a story from those pictures, and describe it to the researcher who records their narrations and transforms them into scores on the basis of fluency achievement (Swain and Lapkin, 2000).

3.1. How to Calculate the Speaking Fluency

In our study, fluency is calculated through considering it as the overall speaking proficiency. The terms fluency and proficiency in second language speaking are referred to as one term (Chambers, 1997; Kormos and Dénes, 2004), we put emphasis on the performance of learners production of time and silent pauses, pauses, repetition, reformulations, and the hesitation we identified, and errors that learners commit in their speech in terms of fluency.

4. How to Transform the Learners' Anxiety Questionnaire Answers into Numbers

In the questionnaire of foreign language classroom anxiety scale we have 33 statements; some of them support anxious learners, and other statements describe the non-anxious learners. Those statements are accompanied by four alternatives; each

alternative is characterized by a score. To explain more, if learners choose strongly agree, or agree with a statement that reflects anxious learners, they will score 3.5 or 3 respectively, while disagree and strongly disagree will take 2.5 and 2 respectively for the same statement. This means that they are anxious learners, while if learners choose the statement that indicates non anxious students, the alternatives strongly agree and agree will take 2 and 2.5 respectively, while the alternative disagree takes 3, and strongly disagree takes 3, 5.

The scores given to the four alternatives strongly agree, agree, disagree, strongly disagree will automatically lead to higher scores for anxious learners in comparison to scores obtained from alternatives that show non-anxious learners. In other words, we will have as a very non-anxious learner obtains 66 marks in the questionnaire, and the very anxious one will have 115.5.

A learner is said to be an anxious or not an anxious student, we need to add 66 with 115, 5 and to divide the result on 2 i.e. 66+ 115.5/ 2 = 90.75. Thus, if learners obtain less than 90.75, they are non-anxious learners; whereas, if they get more than 90.75, they are anxious ones.

The Students	X	Y	XY	X²	Y²
S1G1	107	4	428	11449	16
S2G1	79	7,5	592,5	6241	56,25
S3G1	73,5	6	441	5402,25	36
S4G1	113	2	226	12769	4
S5G1	103	4	412	10609	16

S6G1	112,5	5	562,5	12656,25	25
S7G1	113	3,5	395,5	12769	12,25
S8G1	107,5	2	215	11556,25	4
S9G1	71,5	8	572	5112,25	64
S10G1	96,5	3,5	337,75	9312,25	12,25
S11G1	99,5	1	99,5	9900,25	1
S12G1	82,5	8	660	6806,25	64
S13G1	102,5	4	410	10506,25	16
S14G1	77	9	693	5929	81
S15G1	111	4,5	499,5	12321	20,25
S16G1	105	1	105	11025	1
S17G1	70,5	6	423	4970,25	36
S18G1	81	7	567	6561	49
S19G1	103,5	3	310,5	10712,25	9
S20G1	103,5	4,5	465,75	10712,25	20,25
S21G1	106	2,5	265	11236	6,25
S22G1	105,5	5	527,5	11130,25	25
S23G1	100	4	400	10000	16
S24G1	112,5	3,5	393,75	12656,25	12,25
S25G1	69	8,5	586,5	4761	72,25
S26G1	104,5	3	313,5	10920,25	9
S27G1	104	5	520	10816	25
S28G1	107,5	2	215	11556,25	4
S29G1	66,5	9,5	631,75	4422,25	90,25

S30G1	71,5	7,5	536,25	5112,25	56,25
S1G2	111,5	2,5	278,75	12432,25	6,25
S2G2	111	4,5	499,5	12321	20,25
S3G2	109,5	3	328,5	11990,25	9
S4 G2	82,5	7	577,5	6806,25	49
S5 G2	103	4,5	463,5	10609	20,25
S6 G2	100,5	3,5	351,75	10100,25	12,25
S7 G2	111	2	222	12321	4
S8 G2	106,5	1,5	159,75	11342,25	2,25
S9 G2	108	3	324	11664	9
S10 G2	114,5	5	572,5	13110,25	25
S11 G2	115,5	1	115,5	13340,25	1
S12 G2	81	3,5	283,5	6561	12,25
S13 G2	104,5	4	418	10920,25	16
S14 G2	72	8,5	612	5184	72,25
S15 G2	77,5	9,5	736,25	6006,25	90,25
S16 G2	99	3	297	9801	9
S17 G2	108	2	216	11664	4
S18 G2	103,5	3	310,5	10712,25	9
S19 G2	78	8	624	6084	64
S20 G2	71	8,5	603,5	5041	72,25
S21 G2	106,5	4	426	11342,25	16
S22 G2	112,5	2,5	281,25	12656,25	6,25
S23 G2	99,5	5	497,5	9900,25	25

S24 G2	74,5	6	447	5550,25	36
S25 G2	111,5	2	223	12432,25	4
S26 G2	100,5	1,5	150,75	10100,25	2,25
S27 G2	107	3	321	11449	9
S28 G2	105,5	5	527,5	11130,25	25
S29 G2	110,5	3,5	386,75	12210,25	12,25
S30 G2	101,5	4	406	10302,25	16
S1 G3	77	7,5	577,5	5929	56,25
S2 G3	99	2	198	9801	4
S3 G3	73,5	2	147	5402,25	4
S4 G3	105	2	210	11025	4
S5 G3	108,5	3	325,5	11772,25	9
S6 G3	108	4,5	486	11664	20,25
S7 G3	69,5	8,5	590,75	4830,25	72,25
S8 G3	102,5	5,5	563,75	10506,25	30,25
S9 G3	92,5	2	185	8556,25	4
S10 G3	97,5	7,5	731,25	9506,25	56,25
S11 G3	89	4	356	7921	16
S12 G3	102	3	306	10404	9
S13 G3	75,5	8,5	641,75	5700,25	72,25
S14 G3	74,5	5	372,5	5550,25	25
S15 G3	72,5	6,5	471,25	5256,25	42,25
S16 G3	112,5	4	450	12656,25	16
S17 G3	103,5	3,5	362,25	10712,25	12,25

S18 G3	79,5	6,5	516,75	6320,25	42,25
S19 G3	70	8,5	595	4900	72,25
S20 G3	76,5	5	382,5	5852,25	25
S21 G3	113	1,5	169,5	12769	2,25
S22 G3	111,5	9	1003,5	12432,25	81
S23 G3	108	5,5	594	11664	30,25
S24 G3	66	7	462	4356	49
S25 G3	69	7,5	517,5	4761	56,25
S26 G3	108,5	3,5	379,75	11772,25	12,25
S27 G3	74	6,5	481	5476	42,25
S28 G3	110	3,5	385	12100	12,25
S29 G3	81,5	9	733,5	6642,25	81
S30 G3	102	2	204	10404	4
N =90	8589	422	37864	841656	2481,5

Table 104: Pearson Correlation Coefficient between the Scores Obtained from the Anxiety Classroom Scale and the Story Description Task.

Reaching this phase, by which we have the needed scores from the anxiety questionnaire, and story description narration task, we can calculate the correlation between these two variables by finding the (r) as the following:

$$(r) = \frac{N(\sum XY) - (\sum X) * ((\sum Y))}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$$(r) = \frac{90 * 37864 - 8589 * 422}{\sqrt{[90 * 841656 - 8589^2]\,[90 * 2481,5 - 422^2]}}$$

$$(r) = \frac{90 * 37864 - 8589 * 422}{\sqrt{[90 * 841656 - 73770921]\,[90 * 2481,5 - 178084]}}$$

$$(r) = \frac{3407760 - 3624558}{\sqrt{[90 * 841656 - 73770921]\,[90 * 2481,5 - 178084]}}$$

$$(r) = \frac{-216798}{\sqrt{[75749040 - 73770921] * [223335 - 178084]}}$$

$$(r) = \frac{-216798}{\sqrt{1978119 * 45251}}$$

$$(r) = \frac{-216798}{\sqrt{89511862869}}$$

$$(r) = \frac{-216798}{299185,332}$$

$$(r) = -0,72$$

5. The Interpretation of the Correlation between the Anxiety Questionnaire Scores and the Picture Description Task

According to the obtained value of the coefficient correlation (r), which is equal to - 0.72, we deduce that there is a strong negative correlation between the two variables, namely, learners' level of anxiety and their contributions in the story description task. Whenever learners are not anxious, they will have a good fluency in speaking English as a foreign language, while they will have a low level of fluency if

they are anxious. So, we deduce that the higher the anxiety, the lower is the fluency, and the lower the anxiety, the higher the fluency.

The results obtained are in the direction of the hypothesis put before, which states that anxiety correlates negatively with foreign language learners' speaking fluency level.

6.   The Students' Risk- taking Questionnaire

6.1. The Description of the Students' Risk- taking Questionnaires

The research participants' sample is given the risk- taking questionnaire. The questionnaire is given to the learners in a laboratory in winter of 2013.The participants were required to fill in the questionnaires, they are informed about the aim of the questionnaire that is a part of a research study; and that is about their risk - taking beliefs according to their experience in studying the target language in oral sessions; and that filling honestly will help the researcher to have true data; besides that their answers will not be discussed publicly; moreover, this questionnaire is not a test, thus they will not be marked. The questionnaires, then, are collected for the purpose of analysis. The questionnaire consists of 16 questions (items) about learners' risk- taking status while speaking English as a foreign language; besides, the questionnaire constituted of two sections, section one (Q1- Q6), which is designed to know about the general information of learners, in order to have a complete idea about the background our sample has, and section two that contains the (10) questions (Q 1- Q 10) about learners' classroom risk -taking, to have another idea about learners' inside status toward risk -taking. Like the anxiety questionnaire, the risk-taking questionnaire is constructed in terms of a likert scale of four points, ranging from strongly agree to strongly disagree. The aim of the researcher behind distributing

259

this questionnaire to learners is to group the participants into two groups, including those who are found to be the students who are risk- takers and the ones who are not found to be risk- takers. That is, the questionnaire is distributed among a sample of 90 EFL students taking the same course (oral production). Among these students, 39 are selected as the ones who are risk- takers, and 51 others are selected as the ones having the lowest level of risk- taking. This is done after organizing the students' similar responses to the items in the questionnaire. That is to say, the researcher ranged the students' scores obtained from the foreign language risk -taking questionnaire to determine who is a risk- taker student from the one who is not. The learners have been selected as the participants of the study; these students are interviewed at the end of the term by the researcher, who is a teacher of the oral expression session.

6.2. The Purpose of the Students' Risk- taking Questionnaire

The second questionnaire, in this chapter, is designed to know the inside status of learners, concerning their level of risk- taking. The sample of our students will be, subsequently, divided into two parts.

One part represents risk taker learners, and the other one represents the non-risk taker students. The answers of learners will be translated into scores, through putting together approximately similar answers, and counting their scores. After that, learners' scores obtained from the questionnaires will be correlated with the scores they get from their Oral Expression Exam.

6.3. The Risk- taking Questionnaire Data Analysis

After reading the answers in the learners' risk- taking questionnaires, we analyzed them according to their similar answers. Then, we organized them through

giving scores and percentages; and as a last step, we interpreted the results obtained with regard to our hypothesis.

6.4. The Analysis of the Students' Risk- taking Scale

6.4.1. Part Two: Language Class Risk- taking Scale

6.4.1.1. I do not feel the desire to speak, if I am not sure of myself

The first statement in the second part of the learners' risk- taking questionnaire is: "I do not feel the desire to speak, if I am not sure of myself". When learners are not sure of themselves, they do not like to speak. We have (8.88 %) for learners who strongly agree, (34.44 %) for learners who agree, (31.11 %) for those who disagree and (25.55 %) for students who strongly disagree with the statement. So (56.66%) of learners do not feel the desire to speak, if they are not sure of themselves, this feeling debilitate the learner from being active in the classroom, this feeling comes to learners when they think that the product of speaking is more important than the process that makes them speak, so if they are not sure that they are correct in their participation, they lose the desire to speak in the classroom.

Learners Choices	Frequency	Percentage
Strongly Agree	8	8.88 %
Agree	31	34.44 %
Disagree	28	31.11 %
Strongly Disagree	23	25.55 %
Total	90	100 %

Table 105: I Do Not Feel the Desire to Speak, If I Am Not Sure of Myself
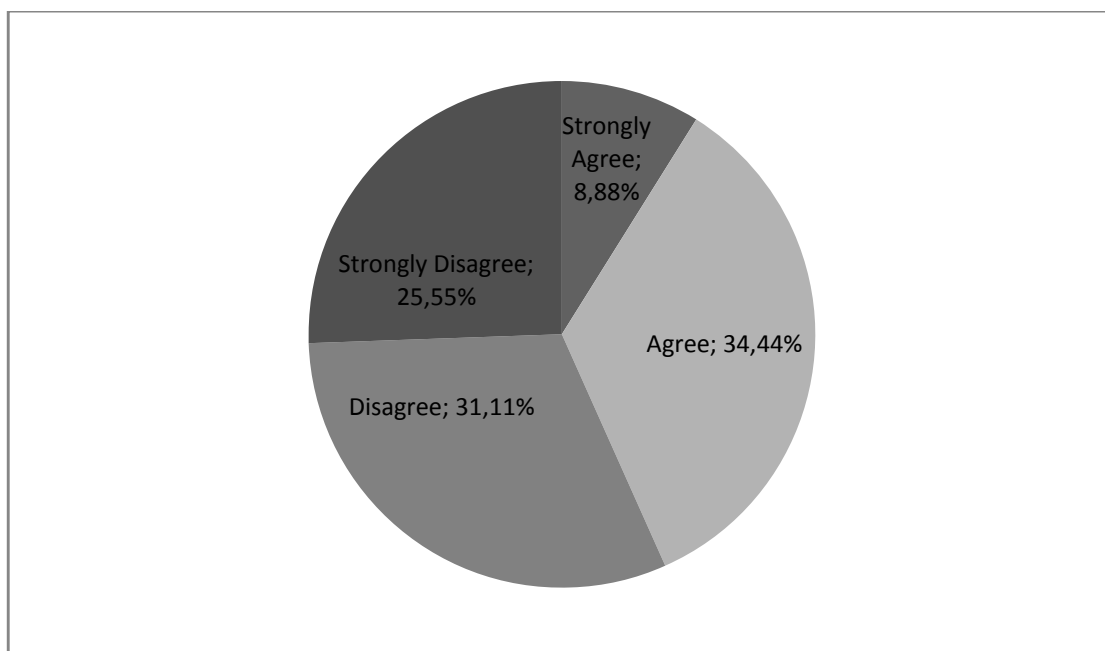
Figure 105: I Do Not Feel the Desire to Speak, If I Am Not Sure of Myself

6.4.1.2. Oral expression level can develop through the mistakes I make.

The second statement devoted to know about learners inside feeling concerning risk- taking is whether they agree or not about mistakes as a way to develop their foreign language speaking level. So, we find that (21.11 %) of learners strongly agree with the statement "oral expression level can develop through the mistakes I make", learners who agree with it represent (22.22 %), (41.11 %) of learners disagree, and (15.55 %) represents those who strongly disagree. We conclude that near (57 %) of learners in our sample disagree with the previous statement, which refers to the learners way of thinking that mistakes are negative to learning, and can never be a source of new ideas, besides staying safe is more beneficial for learning than making mistakes.

Learners Choices	Frequency	Percentage
Strongly Agree	19	21.11 %
Agree	20	22.22 %
Disagree	37	41.11 %
Strongly Disagree	14	15.55 %
Total	90	100 %

Table 106: Oral Expression Level Can Develop Through the Mistakes I Make.
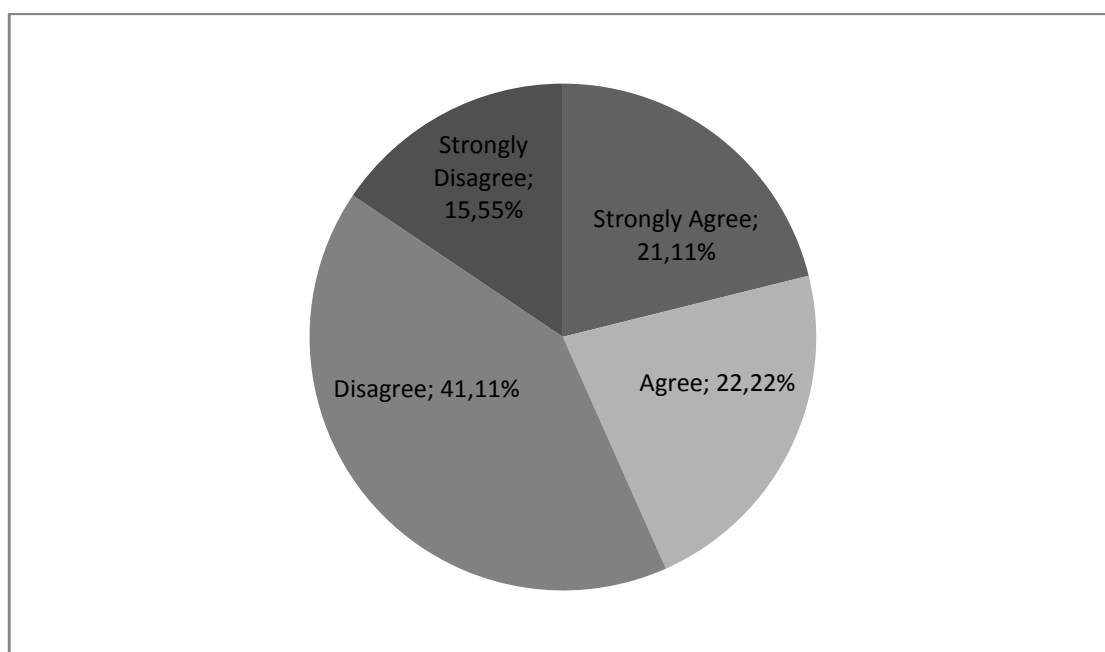
Figure 106: Oral Expression Level Can Develop Through the Mistakes I Make

6.4.1.3. I ask questions each time I do not understand something about the language

Then we ask our learners whether they agree or not concerning the statement: "I ask questions each time I do not understand something about the language". Thus, we find that learners who strongly agree are only (20 %) of the whole population,

(23.33 %) of learners who agree, learners who disagree are (24.44 %), and (32.22 %) refers to those learners who strongly disagree. We deduce that (56.66 %) of students disagree that they ask questions each time they do not understand something about the language, which means they are not risk takers, those learners are not conscious that risk- taking in asking questions will not weaken their desire to go on when they encounter a problem, they think the opposite about risk- taking.

Learners Choices	Frequency	Percentage
Strongly Agree	18	20 %
Agree	21	23.33 %
Disagree	22	24.44 %
Strongly Disagree	29	32.22 %
Total	90	100 %

Table 107: I Ask Questions Each Time I Do Not Understand Something About the Language
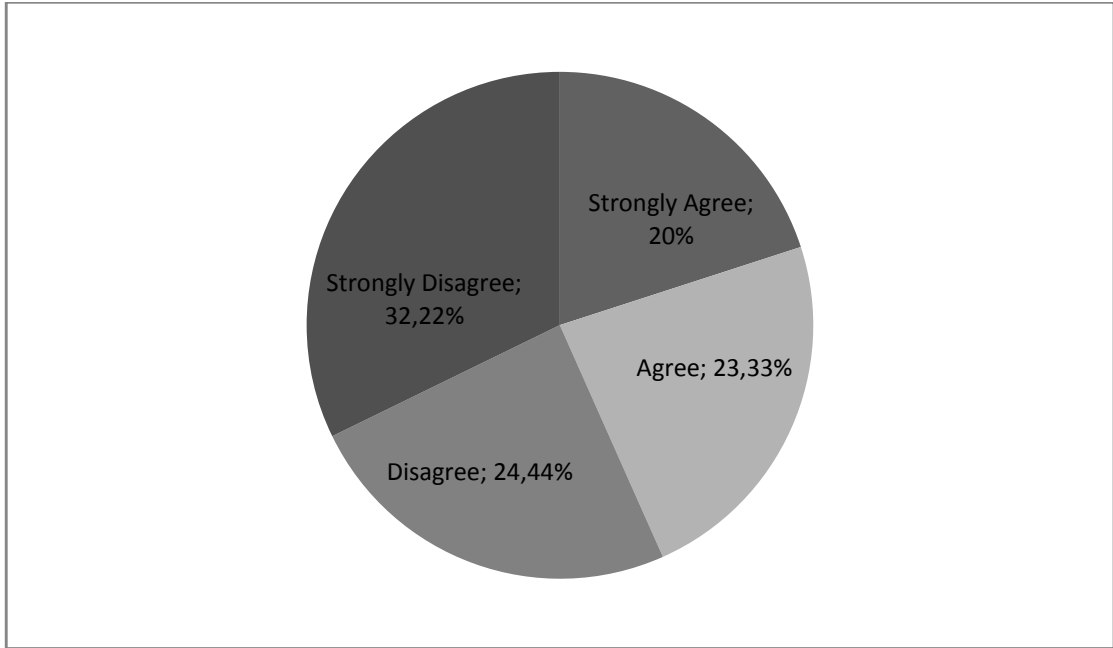
Figure 107: I Ask Questions Each Time I Do Not Understand Something About the Language

6.4.1.4. Oral expression session is a risky situation for me

If learners are risk -takers, they will either strongly disagree or disagree with the statement: "oral expression session is a risky situation for me". Whereas, if they strongly agree or agree with this statement, it means they are not risk –takers. The percentages (47.77 %), (8.88 %), (15.55 %), and (27.77 %) refer to learners who strongly agree, agree, disagree, strongly disagree, respectively with this statement. The higher percentage refers to learners who think that oral expression session is a risky situation for them, which indicates that the majority of learners are not risk takers, because they are afraid of the failure in speaking the foreign language, and any failure in the classroom will automatically stop them from being good speakers, this is according to their way of thinking.

Learners Choices	Frequency	Percentage
Strongly Agree	43	47.77 %
Agree	8	8.88 %
Disagree	14	15.55 %
Strongly Disagree	25	27.77 %
Total	90	100 %

Table 108: Oral Expression Session is a Risky Situation for Me.
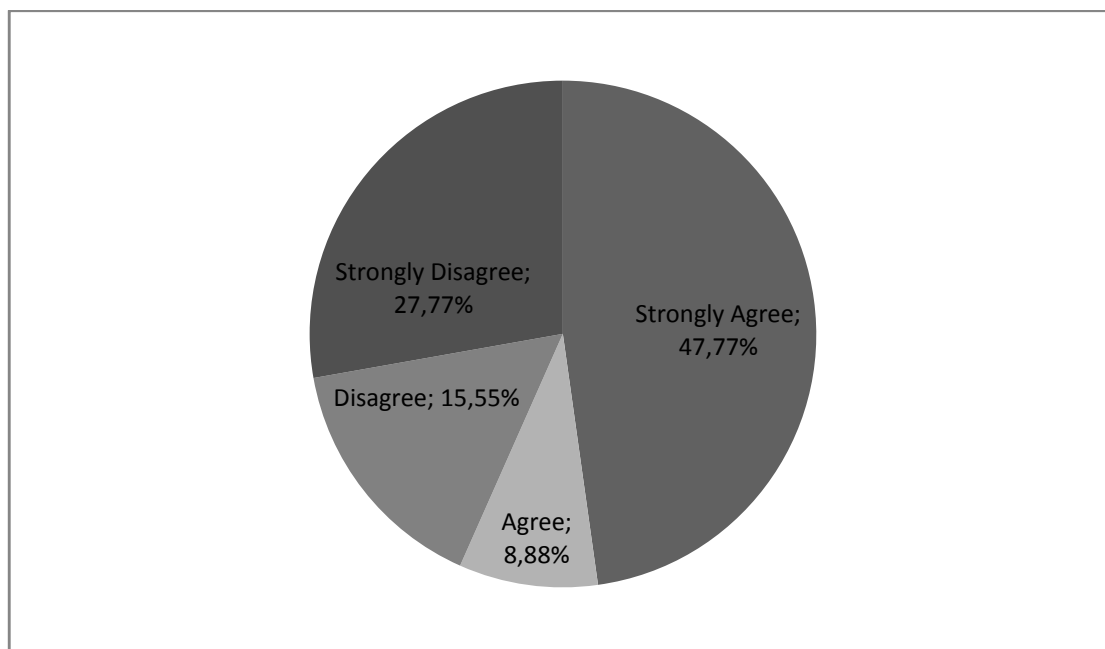
Figure 108: Oral Expression Session is a Risky Situation for Me

6.4.1.5. I learn by heart sentences before I participate

The statement: "I learn by heart sentences before I participate" is put to determine risk- takers and non-risk taker learners according to their points of view, whether they learn by heart sentences before they participate or not. (31.11 %) and (12.22 %) are in line with this statement ticking the alternatives strongly agree

and agree respectively, and (35.55 %) and (21.11 %) of our learners are against this statement by stating that they disagree and strongly disagree respectively with this statement. We notice that more than (56 %) of our students do not learn by heart sentences before they participate, in this case the majority of learners are risk takers based on this statement. The reason may refer to the fact that they are pointed out by the teacher, so they do not have time to learn sentences by heart, or they may study in an atmosphere that praises the learners' participation, which encourages them to participate directly.

Learners Choices	Frequency	Percentage
Strongly Agree	28	31.11 %
Agree	11	12.22 %
Disagree	32	35.55 %
Strongly Disagree	19	21.11 %
Total	90	100 %

Table 109: I Learn by Heart Sentences Before I Participate
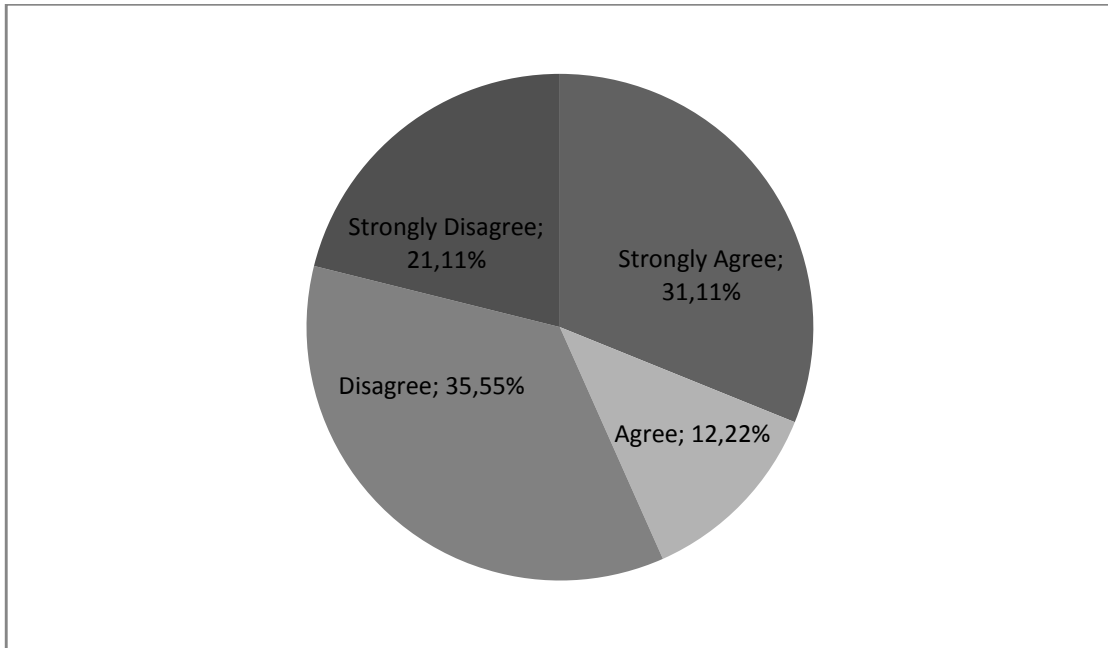
Figure 109: I Learn by Heart Sentences Before I Participate

6.4.1.6. The remarks given by my teacher always help me to ameliorate my level

The statement: "the remarks given by my teacher always help me ameliorate my level" is designed for risk takers to strongly agree or agree about it, learners who strongly agree and agree with it represent (18.88 %), and (24.44 %) respectively, and students who disagree and strongly disagree represent (7.77 %), and (48.88 %) respectively. For this statement, we conclude that more than (56 %) state that the remarks given by their teachers do not help to ameliorate their level, those learners believe that giving themselves more exposure to teachers remarks reflects that they are weak learners, who make lot of mistakes in speaking the foreign language, as they are inferior to other students.

Learners Choices	Frequency	Percentage
Strongly Agree	17	18.88 %
Agree	22	24.44 %
Disagree	7	7.77 %
Strongly Disagree	44	48.88 %
Total	90	100 %

Table 110: The Remarks Given by My Teacher Always Help Me to Ameliorate
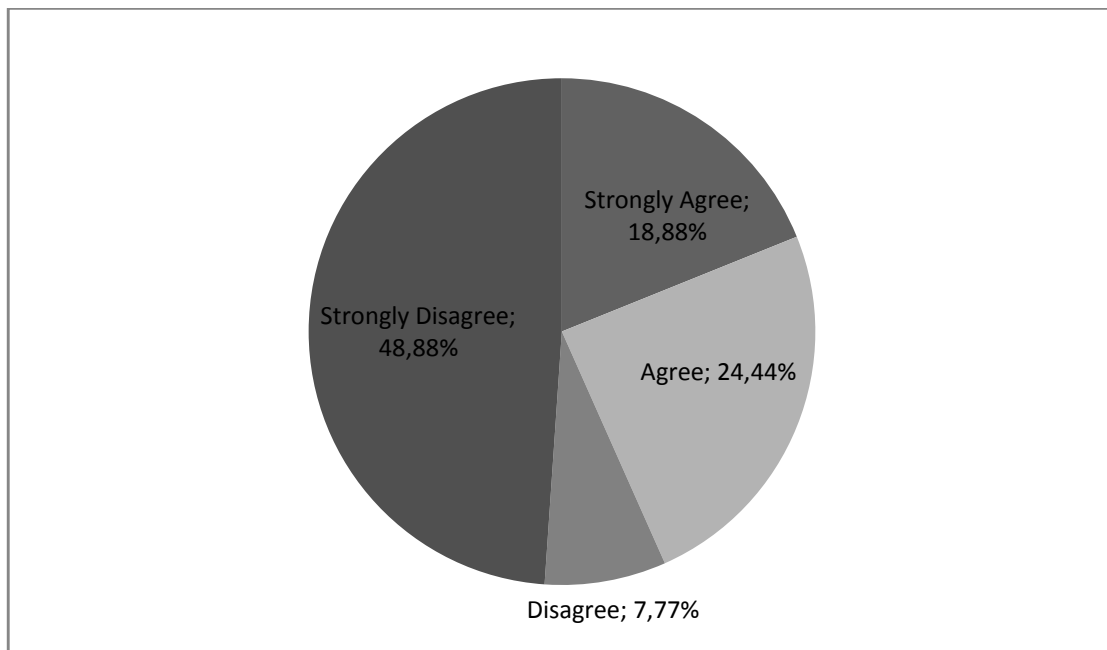
My Level

Figure 110: The Remarks Given by My Teacher Always Help Me to Ameliorate

My Level

6.4.1.7. My classmates are a source of shyness when I plan to talk

Learners who feel shy of their classmates' presence, or their peers' remarks are considered not risk- takers, so the expression "my classmates are a source of shyness when I plan to talk" receives (42.22 %) of learners who strongly agree with it, (14.44 %) of students who agree with this statement, (20 %) for learners who disagree and (23.33 %) for students who strongly disagree with this statement. The majority of learners with a percentage of (56.66 %) think that their classmates are a source of shyness when they plan to talk, because they think that their peers expect from them a great performance of the English language, so they feel shy in front of them and they feel afraid that they cannot be in the level their peers are waiting to see.

Learners Choices	Frequency	Percentage
Strongly Agree	38	42.22 %
Agree	13	14.44 %
Disagree	18	20 %
Strongly Disagree	21	23.33 %
Total	90	100 %

Table 111: My Classmates Are a Source of Shyness When Plan to Talk
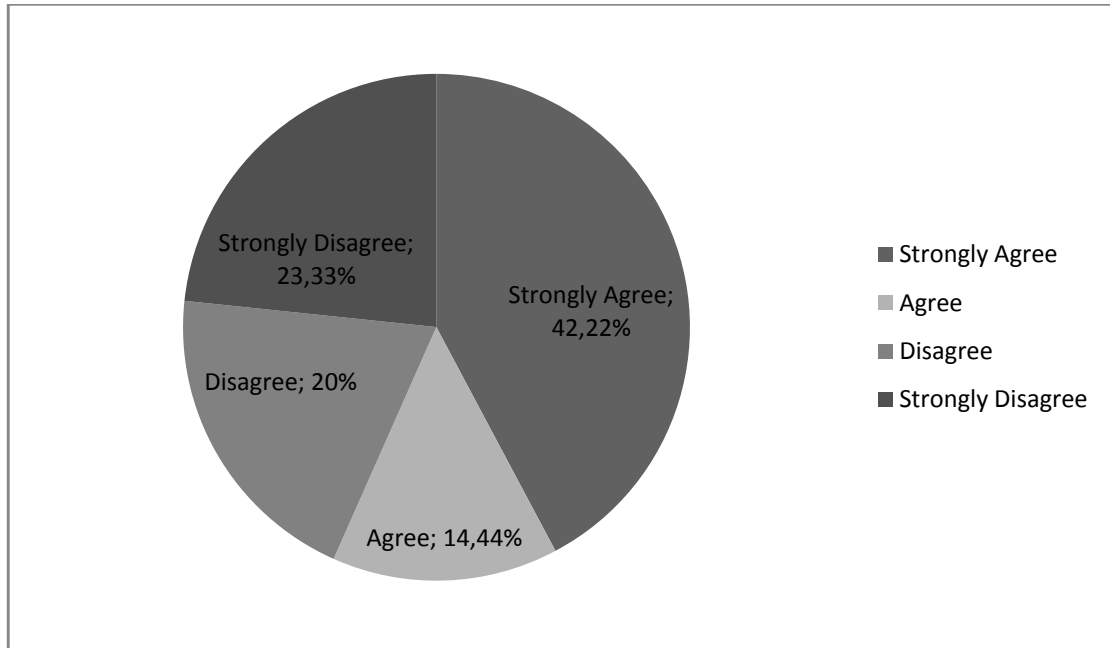
Figure 111: My Classmates Are a Source of Shyness When I Plan to Talk

6.4.1.8. Oral expression activities are enjoyable

We want to know who considers the oral expression activities an enjoyable part in learning, to know who those risk- takers are and those who are not, because the enjoyment of oral activities does not take place without participation. We get learners who strongly agree with the statement: "oral expression activities are enjoyable" with a percentage of (25.55 %), we have (17.77 %) for learners who agree, and (36.66 %) are for learners who disagree, (20 %) for students who strongly disagree. We deduce that almost (66 %) of learners do not consider oral expression activities enjoyable, because they do not know that these activities familiarize them with the foreign language speaking skill, through speaking in front of their classmates and teachers, as well.

271

Learners Choices	Frequency	Percentage
Strongly Agree	23	25.55 %
Agree	16	17.77 %
Disagree	33	36.66 %
Strongly Disagree	18	20 %
Total	90	100 %

Table 112: Oral Expression Activities Are Enjoyable
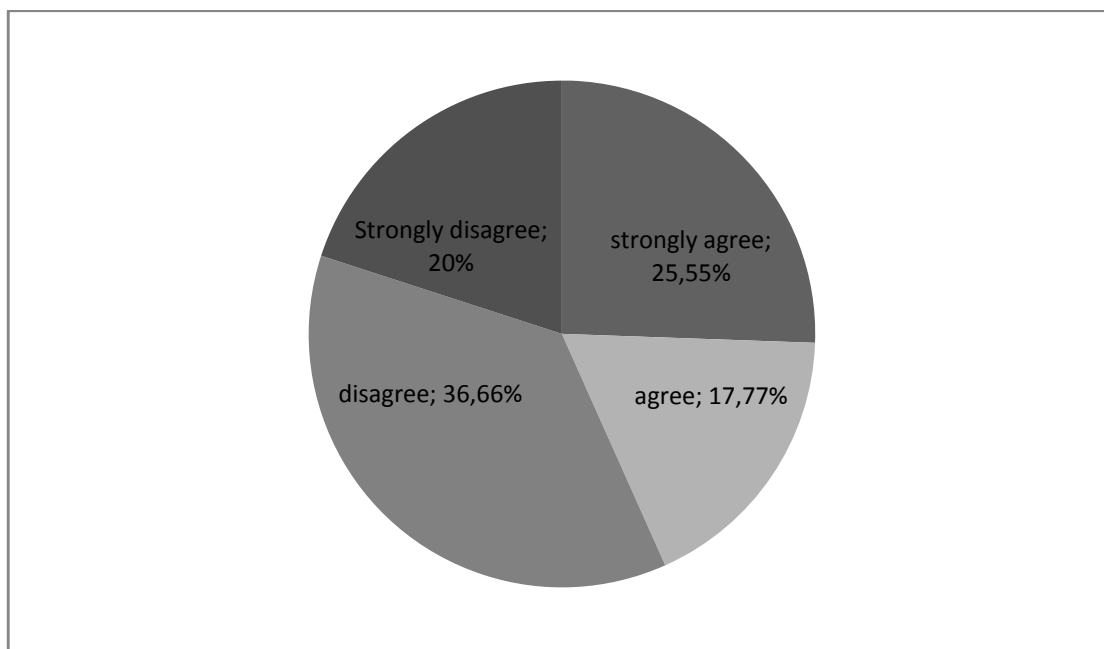
Figure 112: Oral Expression Activities Are Enjoyable

6.1.4.9. I often compare myself with other classmates in the oral expression level

Learners who do not care about other learners' level are prepared to take risks to speak with whatever language they own, however, if learners often compare their selves with other classmates in the oral expression session, they will often feel inferior to those who have a better level and, thus, they will be inhibited to talk. For

272

the statement: "I often compare myself with other classmates in the oral expression level", (26.66 %) of learners strongly agree with it, (16.66 %) %) of learners agree, (25.55 %) of learners disagree, and (31.11 %) of learners strongly disagree with it. (56.66%) is the percentage of learners who do not value themselves as good as the others. They depend on other classmates how they value them, while they ignore that their high performance in speaking comes from the way they value themselves.

Learners Choices	Frequency	Percentage
Strongly Agree	24	26.66 %
Agree	15	16.66 %
Disagree	23	25.55 %
Strongly Disagree	28	31.11 %
Total	90	100 %

Table 113: I Often Compare Myself with Other Classmates in the Oral
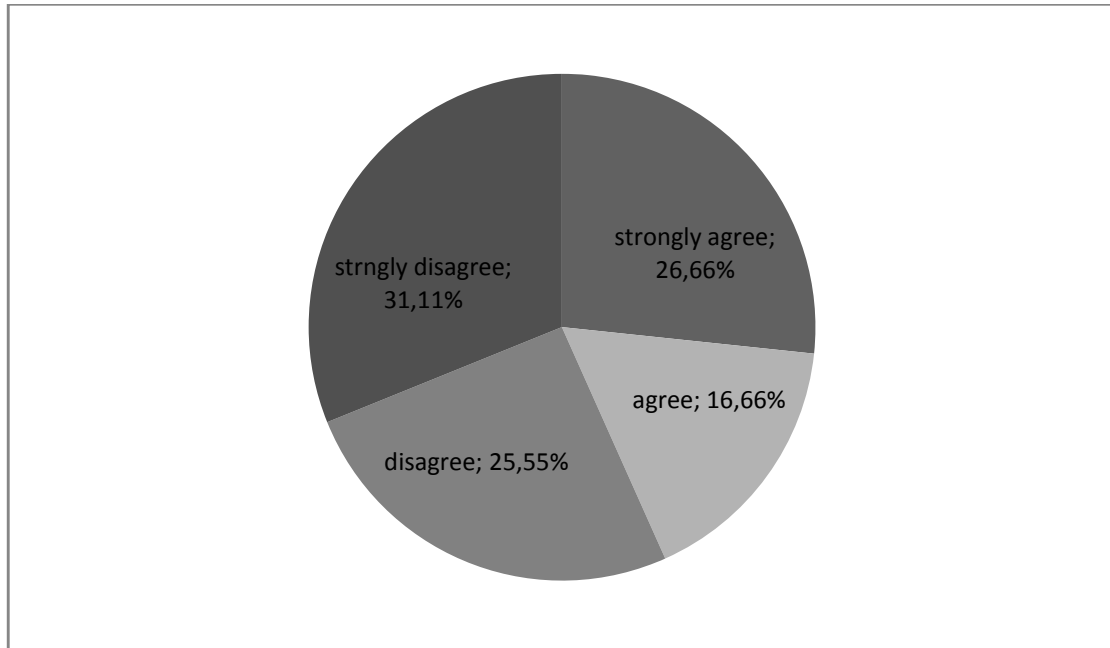
Expression Level

Figure 113: I Often Compare Myself with Other Classmates in the Oral
Expression Level

6.1.4.10. I would like to meet native speakers to practice my English with them

A high level of the risk- taking is adopted by learners if they desire to talk to native speakers of the foreign language. Thus the statement "I would like to meet native speakers to practice my English with them" is put in order to separate learners according to their risk- taking to risk- takers learners and non-risk taker learners. Learners are separated, then, as (34.44 %) for learners who strongly agree, (8.88 %) for learners who agree, (21.11%) for learners who disagree, and (35.55%) for learners who strongly disagree. We notice that the majority of learners disagree to meet native speakers to practice its English with them; this is because they think that comparing themselves to native speakers and the probability of making mistakes will embarrass them, instead of considering it an important step in learning how to be fluent through their experience with authentic English.

Learners Choices	Frequency	Percentage
Strongly Agree	31	34.44 %
Agree	8	8.88 %
Disagree	19	21.11 %
Strongly Disagree	32	35.55 %
Total	90	100 %

Table 114: I Would Like to Meet Native Speakers to Practise My English with Them
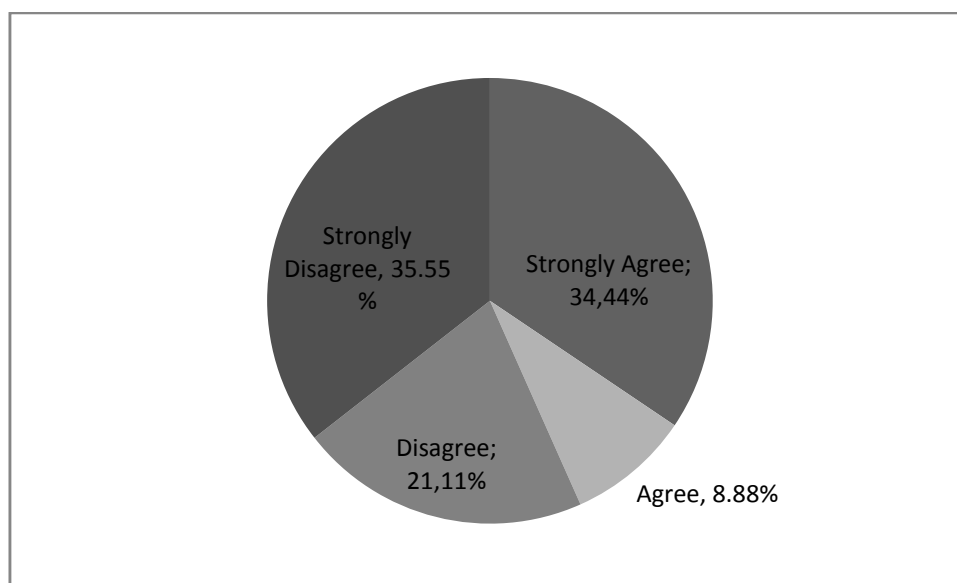
Figure 114: I Would Like to Meet Native Speakers to Practise My English with Them

7. The Oral Expression Exam

The second test of learners is their oral exam of the second semester, the teacher is the researcher, learners are given 10 topics to choose randomly a topic, and speak about it. Learners are given one minute to think of the topic. Then, they are given five minutes for each learner to express his ideas about the topic chosen. Learners are informed that they have to care about their fluency in their exam.

8. How to Calculate the Speaking Fluency

As is it mentioned above, in our study, fluency is calculated through considering it as the overall speaking proficiency, putting emphasis on the performance of their production of time and silent pauses, pauses, repetition, reformulations, and the hesitation we identified, and errors that learners commit in their speech in terms of fluency.

After listening to each student, we record his/her speech and instances of mistakes in fluency indices are studied individually.

The learners' speech is scored in terms of fluency from 1 to 16. When the score is high, it refers to a good fluency, and if the score is low, it logically refers to a weak level of fluency.

9. How to transform the Risk- taking Answers into Numbers

The learners' risk- taking scale contains 10 questions. 5 are meant to describe risk- takers learners and 5 are meant to describe non risk- takers learners. Statements that mean a student is a risk taker are given 4, 3, 2, 1 to the alternatives strongly agree, agree, disagree and strongly disagree respectively, and the statements that represent non-risk taker learners will be given the scores 1, 2, 3, 4 to strongly

agree, agree, disagree and strongly disagree respectively. To explain more, with a statement that reflects risk- taker learners, if learners choose the alternative strongly agree, they will have 4, and agree will have 3, while disagree will have 2 and strongly disagree will take 1, while if they choose the statements that indicate non risk- takers students, the alternatives strongly agree will take 1, agree will take 2, disagree takes 3, and strongly disagree takes 4.

The norms in this questionnaire are between 10 and 40 points. The higher the score, the more risk-taker the person is, and the lower the score, the non-risk taker the student is. In other words, scores less than 25 show that the individual is a not a risk-taker, and scores more than 25 show the presence of the trait in the learner's personality. 25 is obtained by adding 10 and 40 and divide the addition by two.

The students	X	Y	XY	X²	Y²
S1G1	34	8	272	1156	64
S2G1	33	8,5	280,5	1089	72,25
S3G1	35	7	245	1225	49
S4G1	15	15	225	225	225
S5G1	39	14	546	1521	196
S6G1	40	13,5	540	1600	182,25
S7G1	30	14,5	435	900	210,25
S8G1	32	11	352	1024	121
S9G1	22	9	198	484	81

S10G1	18	12	216	324	144
S11G1	14	10	140	196	100
S12G1	14	13	182	196	169
S13G1	12	9	108	144	81
S14G1	19	9	171	361	81
S15G1	34	6	204	1156	36
S16G1	20	6.5	130	400	42,25
S17G1	38	12	456	1444	144
S18G1	18	7	126	324	49
S19G1	11	11	121	121	121
S20G1	10	10	100	100	100
S21G1	35	13.5	472,5	1225	182,25
S22G1	40	4	160	1600	16
S23G1	36	11	396	1296	121
S24G1	38	12.5	475	1444	156,25
S25G1	12	8	96	144	64
S26G1	38	11	418	1444	121
S27G1	37	15	555	1369	225
S28G1	17	10	170	289	100
S29G1	17	5.5	93,5	289	30,25
S30G1	36	15.5	558	1296	240,25
S1G2	13	8	104	169	64
S2G2	17	12	204	289	144
S3G2	34	8.5	289	1156	72,25

S4 G2	14	6	84	196	36
S5 G2	38	13	494	1444	169
S6 G2	34	11	374	1156	121
S7 G2	19	6	114	361	36
S8 G2	11	10.5	115,5	121	110,25
S9 G2	20	8.5	170	400	72,25
S10 G2	36	14	504	1296	196
S11 G2	18	7	126	324	49
S12 G2	15	5	75	225	25
S13 G2	19	14.5	275,5	361	210,25
S14 G2	16	7.5	120	256	56,25
S15 G2	21	11	231	441	121
S16 G2	38	11	418	1444	121
S17 G2	10	12.5	125	100	156,25
S18 G2	40	11	440	1600	121
S19 G2	20	14	280	400	196
S20 G2	17	7	119	289	49
S21 G2	17	13	221	289	169
S22 G2	34	12	408	1156	144
S23 G2	18	14.5	261	324	210,25
S24 G2	34	15	510	1156	225
S25 G2	18	5.5	99	324	30,25
S26 G2	30	6,5	195	900	42,25
S27 G2	15	14	210	225	196

S28 G2	21	5.5	115,5	441	30,25
S29 G2	19	13	247	361	169
S30 G2	12	12	144	144	144
S1 G3	23	6	138	529	36
S2 G3	10	11	110	100	121
S3 G3	36	11.5	414	1296	132,25
S4 G3	18	8.5	153	324	72,25
S5 G3	35	13	455	1225	169
S6 G3	10	3	30	100	9
S7 G3	34	5	170	1156	25
S8 G3	16	11	176	256	121
S9 G3	13	13.5	175,5	169	182,25
S10 G3	11	6.5	71,5	121	42,25
S11 G3	36	10	360	1296	100
S12 G3	33	12	396	1089	144
S13 G3	13	3	39	169	9
S14 G3	17	13	221	289	169
S15 G3	10	5.5	55	100	30,25
S16 G3	38	12	456	1444	144
S17 G3	35	10	350	1225	100
S18 G3	32	8	256	1024	64
S19 G3	20	9	180	400	81
S20 G3	40	11	440	1600	121
S21 G3	21	5.5	115,5	441	30,25

S22 G3	30	12	360	900	144
S23 G3	36	11	396	1296	121
S24 G3	24	7.5	180	576	56,25
S25 G3	10	7	70	100	49
S26 G3	14	4	56	196	16
S27 G3	23	8.5	195,5	529	72,25
S28 G3	34	4	136	1156	16
S29 G3	40	5	200	1600	25
S30 G3	36	14.5	522	1296	210,25
N =90	**2210**	**882,5**	**22391**	**63736**	**9621,75**

Table 115: Pearson Correlation Coefficient between the Scores Obtained from the Risk- taking Scale and the Exam Task.

$$(r) = \frac{N(\sum XY) - (\sum X) * ((\sum Y))}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$$(r) = \frac{90 * 22391 - 2210 * 882, 5}{\sqrt{[90 * 63736 - 2210^2] [90 * 9621, 75 - 882, 5^2]}}$$

$$(r) = \frac{90 * 22391 - 2210 * 882, 5}{\sqrt{[90 * 63736 - 4884100] [90 * 9621, 75 - 778806, 25]}}$$

$$(r) = \frac{2015190 - 1950325}{\sqrt{[90 * 63736 - 4884100] [90 * 9621, 75 - 778806, 25]}}$$

$$(r) = \frac{64865}{\sqrt{[5736240 - 4884100] * [865957,5 - 778806,25]}}$$

$$(r) = \frac{64865}{\sqrt{852140 * 87151,25}}$$

$$(r) = \frac{64865}{\sqrt{74265066175}}$$

$$(r) = \frac{64865}{272716,176}$$

(r) = 0, 24

10. The Interpretation of the Correlation between the Risk- taking Questionnaire Scores and the Exam Marks

The scores obtained from the questionnaire of risk- taking, and the marks we have from learners' exam enable us to calculate the value of the coefficient correlation (r) in order to understand the type of the relationship between both variables.

According to the obtained value of the coefficient correlation (r), which is equal to 0.24, we deduce that there is a positive correlation between the two variables, namely, learners' risk- taking and their fulfillment in the exam. If learners are risk-takers, they will have a good fluency in speaking English as a foreign language, while they will have a low level of fluency if they are not risk- takers.

Our second hypothesis that there would be a strong correlation between risk-taking and speaking fluency is proved through the calculations we have.

Conclusion

A correlation study always includes many tools to be studied, which are included also in our correlation study, between the classroom risk- taking questionnaire and the oral expression module exam, and also between the anxiety questionnaire and the picture description task as well. The tools used are two questionnaires and a story description task and the learners' exam. The results obtained through the conduction of the correlation show that there is a strong negative correlation between the learners anxiety and the speaking fluency marks obtained from the story description task, and the second deduction shows that there is a positive correlation between risk- taking, and the learners fluency marks obtained from the oral expression module exam.

Chapter Six: Suggestions and Further Research

Introduction

We will conclude this work by presenting some recommendations for further research and the limitations of the present study. This part will try to present our deduction toward the role of anxiety and risk- taking in learning, besides some suggestions for their adoptation, in addition to mentioning the role of other variables in the same context, and ends with some limitations the researcher finds while undertaking this thesis. In doing this, we hope to bring some help to the academic setting in general, and the enhancement of oral fluency by being risk takers and avoiding being anxious, in particular.

1. Recommendations for Further Research

Based on the findings of our study and from many other studies conducted on this issue, some suggestions will be fruitful for other researchers to better teach how learners can be fluent in speaking successfully, and also for learners to better acquire the foreign language speaking fluency as well.

First, language teachers should seriously take learners' individual differences in general into consideration, and to manage for an affective climate in which learners could be more successful in learning a foreign language i.e. to consider learners as persons who need soft ways in dealing with them (Cohen and Norst, 1989). Also, Mohadese and Hashemi added that "learning can be accelerated in a more psychologically friendly environment" (2014, pp. 290- 291).

Put in another way, learners' oral performance of a new foreign language, in general and their fluency spoken performance in particular, is not only affected by the linguistic knowledge learners own. Their other factors including their motivation, attitudes towards the language they are going to learn, the context in which they are going to master the new language are extremely influential in this regard.

Foreign language teachers should consider, in particular, the learners' academic risk-taking as a powerful motivating force that can optimize oral fluency in language learning process, and more importantly consider enhancing the students' risk- taking as one of the primary goals of language education. Therefore, learners should repeatedly adapt their personalities to be powerful. In addition to raise their attention that in studying English skills, they are recommended also to have a complete knowledge about their affective side. They must learn how to manage their emotions in general. Particularly, they must learn how to develop risk- taking and learn how to overcome anxiety. This is mostly by altering their feelings through developing strong risk- taking in them and avoiding being anxious in their progression towards English speaking fluency.

The researcher suggests, also, the importance of an investigation on the effectiveness of affective variables to learn the other remaining skills, which are the writing, listening and reading skills, based on the fact that learners who have good results in the language learning are those who maintain positive way of thinking toward learning the foreign language (McClelland, 1985; Alschuler, 1980).

EFL University instructors should give their students time for self-assessment and self-monitoring. Accordingly, through providing learners with more time, they will get accustomed to the speaking skill and the fluency notion, which is considered a big push toward being less anxious and more motivated in speaking classes.

Still with time allocated to learners, it is very crucial to suggest for teachers to give more time to their learners to speak, to guarantee quality among which fluency, as explained by Nation:

A very useful principle to follow when learning most things
is the time-on-task principle. This principle says if you want
to learn something, do it a lot. If you want to learn to read,
read a lot. If you want to learn to speak, speak a lot. This is a
rather crude quantity-based principle, but it works. The more
time you spend doing something, usually the better you will
become at doing it. (2014, p.11)

It is also suggested that similar studies have to be undertaken among other age individuals (children), in order to determine if age is a critical factor in the investigation of oral fluency and risk -taking as well as speaking fluency and anxiety.

An investigation of the effectiveness of new methods and approaches in developing EFL speaking fluency skills is also suggested by the researcher.

Moreover, since the participants of the present study came from our University 'University Constantine 1' that gathers learners from many different cities in Algeria, the results are suggested to be generalized to other EFL learners of the country.

It is suggested, also, to design and organize some activities set up for teaching fluency of the spoken skill, and inform students right from the beginning about the required purposes these exercises hold, for the aim to perceive their importance to students so that to engage motivationally in doing them. Taking into account the activities that have two sides to increase risk- taking and defeat inhibition on the one hand, and that decreases anxiety to engage in these activities, on the other hand.

Another recommendation about the activities conducted, is to assign activities in the oral session; those include discussion, and inform learners about the topic of the discussion beforehand, so they prepare it in advance and get the necessary vocabulary needed for it. This will tremendously help to lower anxiety, since the topic will already be prepared by the

learners, and this also will surely raise their risk- taking factor, which proves its efficacy to fluency development of the speaking skill. That will automatically improve the oral fluency that is the main aim of the study.

For the researcher, it is recommended also to avoid criticizing students and to avoid giving negative remarks in order to avoid creating anxiety in them, and to maintain their risk-taking alive and active, which help in better learning the oral fluency.

Again in the context of speaking fluency, language learners must not be blamed or criticized for making mistakes in speaking not fluently, because this will provoke anxiety and increase it to be an obstacle with continuous support toward it. Halliday confirms this idea by saying:

> When students are in an environment in which there is freedom to fail, they are much more likely to try new and challenging activities. This, in tum, increases feelings of competence as they overcome new challenges (1999, p. 7).

It is recommended for students to tolerate mistakes, and consider them as part of learning how to speak fluently, especially that most of them are not conscious about the role mistakes can contribute to learning. This is deduced from their answers to the interview that tries to answer the relation between anxiety and risk -taking with fluency in speaking English.

Teachers, also, are advised to encourage learners that taking risks to talk in the classroom has a crucial role to activate passive vocabulary, defeat inhibition and reduce anxiety through their participation.

Learners need to be shown the effects of thinking in a positive way, rather than in a negative way in speaking fluency in front of the peers and the teacher, which has an important role in increasing risk- taking and diminishing anxiety, because it is assumed that assumptions

about language learning are "general assumptions that students hold about themselves as learners, about factors influencing language learning and about the nature of language learning and teaching" (Victori and Lockhart, 1995, p. 224).

Anxiety has proved to be a giant obstacle for learners to achieve success in the context of second and foreign language learning, that is the reason why a shift from teacher centered approach to learner centered approach must be done. In other words, focusing on learners and learning more than teacher and teaching is effective for better learning, after that affective factors have proved their positive role for students while paying attention them.

Still about the context of anxiety, this affective factor has frequently proved its negativity for leaners results as it is proved also in this study. The researcher suggests for learners to avoid this factor, it is not only for its present consequences which concern their academic achievement, but also for their future professional life, which in our case refers to teaching, because an anxious learner will be an anxious teacher, who cannot offer a relaxing atmosphere for learners and thus their learning environment (Horwitz, 1996).

One of the important factors that teachers should not ignore is to not compare learners, who have automatically different personalities, to each other, but rather to respect and accept each student with his her personality as such. This will make them respect and appreciate as accept themselves, and try to find what fits their personalities instead of cursing them.

It is recommended for learners to value the prior knowledge they own, which has an important role in their success. Participation braved by risk- taking will allow to use this knowledge again and always while talking; accordingly Yashima (2002) states that "the more one communicates, the more practice one has in talking and the more one learns" (p. 55).

Another suggestion for further research, that we think will help the academic setting, is that our research is conducted only with students from the University, it would be of a great importance if we can raise pupils' awareness to the importance of personality variables in enhancing and altering learning achievement positively in studying foreign languages, especially because pupils study English in the middle school and high school before the University, and this will help them to know about their learning emotional side in a younger age.

For teachers, another suggestion that helps the academic setting is that looking and caring for learners' personality, in our case risk -taking and anxiety, will help design the type of activities and the nature of strategy and method that fits their personalities, and thus helps the language learner to raise their level in general. In this context, McMillan explains that:

> A study is said to be 'strong' in internal validity if most plausible extraneous and confounding variables have been controlled, and 'weak' if one or more of these variables have differentially affected the dependent variable (1996, p. 194).

The researcher suggests that other variables of individual differences such as motivation, introversion-extroversion, and self- esteem could be investigated in the field of speaking skill fluency, in order to know all the factors that help learners in enhancing fluency in speaking besides risk- taking and anxiety.

2. Limitations of the Study

As any other research has its limitations, it is similarly the case for our study as well.

First, the researcher could not work with all the fluency indices because they are many, taking too much time and efforts to be calculated, especially those temporal ones, in particular with using the recordings, and the absence of a developed software like the Praat.

Mentioning the record side, we would like to work with the Praat software, which helps to calculate fluency in a short time and with no mistakes, because the manual way that we have used is so time consuming, especially with repeating many times the calculations to make sure that we do not make mistakes, or to correct an already done mistake.

We worked only with the term fluency. However, the terms accuracy and complexity, as it has been mentioned in the theoretical part in the first chapter are also two important components of the speaking skill, but for the reason of time constraints we could not work on them in our present study in addition to fluency.

Another limitation to which the researcher gives much importance is that learners are classified according to their share of one personality factor, which is either risk- taking or anxiety, that is the reason we assume that sharing all the personality factors available may give more reliable data about the learners' answers, in which the sample will be homogenous in terms of personalities.

The present study does not take such variables as gender, discipline, and age into consideration, an exploration of which shall be interesting and, thus, can be the focus of future studies.

We are sure that a future investigation in the domain will yield extra beneficial information, that is strongly needed for better academic context, concerning speaking fluency for non-native learners and the effective role of personality.

General Conclusion

Affect and learning have been long investigated by researchers dealt with in our theoretical chapters, who have shown that affect can direct learning in a positive or a negative way. Thus, the aim of our thesis is to stress the role of personality in foreign language speaking fluency; particularly two affective factors which are anxiety and risk- taking and their correlation with foreign language speaking fluency.

The purpose of the present study is to investigate the possible relationship between adopting two affective factors, among many other ones, and learners speaking fluency enhancement. It allows knowing whether being non-anxious learners and risk- taker ones as the independent variable will improve their fluency of speaking the foreign language as a dependent variable. It seeks to know in which way being anxious and being risk taker learners may direct learners speaking fluency level, whether positively or negatively. Our hypothesis globally states that learners will achieve better fluency in speaking, if they are risk takers, and if they are not anxious they will have good results in the foreign language speaking fluency.

In order to test whether or not the hypothesis formulated could be rejected or confirmed, a number of materials and instruments are used in our study to measure the different variables under investigation, which are presented in our practical research chapters. They are both quantitative and qualitative ones. A questionnaire as the first tool, for teachers of oral expression module to know about their opinions concerning the role of fluency in speaking, and to have an insight on the role of both risk- taking and anxiety factors on learners speaking fluency, basically because teachers are the best to observe affective factors in learners behaviours through teaching. We used, also, an interview for learners as the second tool in our research, which is about the interviewed learners' opinions concerning their considerations for the importance of fluency in speaking English, besides the role of

personality, particularly the previously mentioned factors of personality, and how they affect speaking fluency, so that to know whether learners care about their affective side, which is proved to be an important factor in learning. Then, a correlation is conducted as the third material in our study. We used two questionnaires, directed to know about our sample of learners anxiety and risk- taking and correlate their scores with marks obtained from learners story narration task and their exam, respectively. To explain more, first students are divided in two main groups according to their anxiety level through the foreign language anxiety classroom scale tool, which is made up of thirty three (33) questions that divide learners, according to their answers, into two groups: anxious and non-anxious learners. Then, the same sample is divided in two other groups in terms of their risk- taking level (risk- takers or non-risk- takers students), through a questionnaire of risk- taking containing (10) questions. The learners are divided by these two questionnaires through finding their scores depending on their answers to the questionnaires, that are used basically to know if learners are anxious or not, and if they are risk takers or not. After that, we conducted two speaking tests to evaluate fluency. The first one is a story description task designed for the anxious and non-anxious learners, and the second one is the learners exam delivered to risk- takers and non-risk- takers students in our sample. Thus, six pictures are described by the first subgroups of learners. They are asked to describe what they see in the pictures and form a story as they understand it. The aim behind this picture description task is to elicit learners' sample of speech to test their fluency and score it for the aim to find the correlation. The second subgroups of our learners are tested by their exam through making them choose a topic from (10) proposed topics and talk freely about it. The researcher purpose behind this test is to make learners speak freely, to test their fluency level for the aim to find the possible correlation that may exist between risk- taking and learners fluency level. The learners picture narration and their exam are both recorded, and their scores are based on the production of

fluency they yield. As a last step, a first correlation is done between the learners' scores obtained from the story narration task, another correlation is done between their scores obtained from the exam in which fluency is assessed, and learners encoded scores of their emotional status obtained from their division on the two above mentioned questionnaires respectively, in which anxiety and risk- taking are assessed. The analysis shows that learners anxiety correlates negatively with their speaking fluency; risk- taking is a positive predictor of learners' fluency of the speaking skill. Then, we hypothesize that anxiety contributes negatively to our students level of speaking fluency. We could also hypothesize that learners risk- taking, certainly in the Algerian context, contributes significantly to the oral fluency.

The empirical results reveal a positive correlation between the risk- taking of learners and their speaking fluency level ((r) =0, 24), i.e. the more learners are risk takers, the more fluent they are in speaking English; and a strong negative correlation between anxiety and learners level of speaking fluency ((r) = -0, 72), i.e. the more learners are anxious, the lower are their scores in the fluency oral tests.

Finally, it can be says that learners should pay more attention to their affective factors in learning how to be fluent speakers, in particular that being non anxious ones and being risk takers will help them to improve their English speaking fluency level. Teachers also must care about the context in which learning takes place, to help learners study in a relaxing atmosphere, where learners raise risk- taking and overcome anxiety, in order to boost their fluency in speaking English as a foreign language.

To sum up, the present study attempted to show that learning can be more effective if affective factors are paid attention to the learning setting.

REFERENCES

Aida, Y. (1994). Examination of Horwitz, Horwitz and Cope's Construct of foreign Language Anxiety: The Case of Students of Japanese. Modern Language Journal, 78 (2), pp. 155-168.

Allport, G. W. (1937). Personality: A Psychological Interpretation. New York: Holt.

Al Mutawa, N., & Kailani, T. (1989). Methods of Teaching English to Arab Students. U. K: Longman Group U.K limited.

Alpert, R., & Haber, R. N. (1960). Anxiety in academic Achievement Situations. Journal of Abnormal and Social Psychology, 61, 207 –215.

Alshalabi, M. Fadi. (2003). Study of Theories of Personality and Learning Styles: Some Implications and Sample Activities to support Curriculum Change in a higher Education TESOL Program in Syria. Unpublished Doctoral Dissertation. University of Edinburgh. Retrieved from http://www.era.lib.ed.ac.uk//handle/1842/193.

Alshenqeeti, H. (2014). Interviewing as a Data Collection Method: A Critical Review. English Linguistics Research, 3, 39- 45. Retrieved from https://www.researchgate.net/publication/269869369

Alschuler, A. (1980). School Discipline. New York: McGraw Hill Book, Co.

Arnold, J. (2000). Affect in Language Learning. Beijing: Foreign Language Teaching and Research Press.

Babbie, E. (1990). Survey Research Methods. Belmont, CA: Wadsworth Publishing Co.

Bailey, K. M. (2003). Speaking. In D. Nunan (Ed.), Practical English Language Teaching (pp. 47- 66). New York, NY: McGraw-Hill.

Barbour, R. S., & Schostak, J. (2005). Interviewing and focus Groups. In B. Somekh & C. Lewin (Eds.), Research Methods in the Social Science (pp. 41- 48). London: Sage.

Beebe, L. M. (1983). Risk-taking and the Language Learner. In H. W. Seliger & M. H. Long (Eds.), Classroom oriented Research in second Language Acquisition (pp. 39-66). Rowley, MA: Newbury House.

Bem, D. J. (1971). The Concept of Risk in the Study of Human Behavior. In R.E. Carvey (Ed.), Risk-taking Behavior, Springfield, III: Charles, C. Thomas.

Benson, P., & Gao, X. (2008). Individual Variation and Language Learning Strategies. In Hurd & Lewis (Eds.), Language Learning Strategies in Independent Settings. (25-40). Great Britain: Multilingual Matters.

Berg, B. L. (2007). Qualitative Research Methods for the Social Sciences. London: Pearson.

Boeree, C.G. (2006). Personality Theories. Psychology Department Shippensburg University. Retrieved from http://www.ship.edu/%7Ecgboeree/perscontents.html

Brink, H. (1996). Fundamentals of Research Methodology for Health Care Professionals. Kenwyn: Juta.

Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). Teaching English as a Foreign Language. New York: Routledge.

Brown, H. D. (1994). Principles of Language Learning and Teaching. Englewood Cliffs, N.J.: Prentice Hall Regents.

Brown, H. D. (2000). Principles of Language Learning and Teaching (4th ed.). San Francisco: Addison Wesley Longman, Inc.

Brown, H. D. (2001). Teaching by Principles. An Interactive Approach to Language Pedagogy. New York: Longman.

Brown, H. D. (2007). Principles of Language Learning and Teaching. White Plains, NY: Pearson Longman.

Brumfit, C. (1984). Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy. Cambridge: Cambridge University Press.

Bryman, A. (2005). Social Research Methods (5th ed.). Oxford: Oxford University Press.

Bygate, M. (1999). Quality of Language and Purpose of Task: Patterns of Learners' Language on Two Oral Communication Tasks. Language Teaching Research, 3, 185–214.

Byrne, D. (1987). Teaching for Classroom Interaction. London: Longman.

Cannel, C. F., & Kahn, R. L. (1968). Interviewing. In G. Lindzey & E. Aronson (Eds.), the Handbook of Social Psychology, 2: Research Method (2nd ed). New York: Addison-Wesley.

Carter, R. A., & Nunan, D. (2001). The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press.

Cervantes, I. M. (2013). The Role of Risk-taking Behavior in the Development of Speaking Skills in ESL Classrooms. Revista de Lenguas Modernas, 19,421-435.

Chambers, F. (1997). What Do We Mean by Fluency? System, 25(4), 535-544. Retrieved from http://www.sciencedirect.com/science/journal/0346251X/2598

Chambers, F. (2011). Learning Theory for Effective Learning in Practice. Prentice Hall Pearson Harlow Essex.

Chan, D. Y. C., & Wu, G. C. (2004). A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. Journal of National Taipei Teachers College, 17(2), 287−320.

Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K-8. Boston: Allyn and Bacon.

Chastain, K. (1981). Developing Second Language Skills: Theory Practice. San Diego: Harcourt Brace Javonich.

Cheng, Y., Horwitz, E. K., & Schallert, D. (1999). Language Anxiety: Differentiating Writing and Speaking Components. Language Learning, 49 (3), 417- 466.

Cohen, J. (1988). Statistical Power Analysis for the Behavioural Sciences (2nd ed.). Mahwah, NJ: Erlbaum.

Cohen, J., & Norst, M. J. (1989). Fear, Dependence, and Loss of Self-Esteem: Affective Barriers in Second Language Learning among Adults. RELC Journal, A Journal of Language Teaching and Research in Southeast Asia, 20 (2), 61-77.

Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education (5th ed). London: Routledge Falmer.

Cook, V. (1996). Second Language Learning and Second Language Teaching (2nd ed.). New York: Arnold.

Cook, V. (2008). Second Language Learning and Language Teaching. (4th ed.). London: Hodder Education, An Hachette UK Company.

Coopersmith, S. (1967). The Antecedents of Self- esteem. San Francisco: Freeman.

Corbetta, P. (2003). Social Research Theory, Methods and Techniques. London: SAGE Publications.

Crisp, V., & Sweiry, E. (2006). Can a Picture ruin a Thousand Words? The Effects of Visual Resources in Exam Questions. Educational Research, 4(2), 139-154.

Cucchiarini, C., Strik, H., & Boves, L. (2000). Different Aspects of Expert Pronunciation Quality Rating and Their Relation to Scores produced by Speech Recognition Algorithms. Speech Communication, 30, 109–119.

Retrieved from http://hstrik.ruhosting.nl/wordpress/wp-content/uploads/2013/04/a67.pdf

Cucchiarini, C., Strik, H., & Boves, L. (2002). Quantitative Assessment of Second Language Learners' Fluency: Comparisons between Read and Spontaneous Speech. Acoustical Society of America, 111(6), 2862-2873.

Retrieved from http://lands.let.ru.nl/TSpublic/strik/publications/a53 .

De Bot, K. (1992). A Bilingual Production Model: Levelt's Speaking Model Adapted. Applied Linguistics, 13, 1-24.

De Jong, J. H. A. L., & Van Ginkel, L. W. (1992). 'Dimensions in Oral Foreign Language Proficiency' in J. H. A. L. De Jong (Ed.), The Construct of Language Proficiency (pp. 112–40). Philadelphia: John Benjamin.

De Jong, N. H., Steinel, M. P., Florijn, A., Schoonen, R., & Hulstijn, J. H. (2013). Linguistic Skills and Speaking Fluency in a Second Language. Applied Psycholinguistics,34 , 893-916.

De Jong, N. H., & Wempe, T. (2009). Praat Script to Detect Syllable Nuclei and Measure Speech Rate Automatically. Behavior Research Methods, 41 (2), 385 – 390.

Derwing, T. M., Rossiter, M. J., Munro, M. J., & Thomson, R. (2004). Second Language Fluency: Judgments on Different Tasks. Language Learning, 54 (4), 655–679.

Dörnyei, Z. (2003). Questionnaires in Second Language Research: Construction, Administration, and Processing. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Dörnyei, Z. (2007). Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. Oxford: Oxford University Press.

Dreyer, C., & Oxford, R. (1996). Learning Strategies and other Predictors of ESL Proficiency among Afrikaans-Speakers in South Africa. In R. Oxford (Ed.), Language Learning Strategies Around the World: Cross-cultural Perspectives (pp. 61-74). Manoa: University of Hawaii Press.

Dulay, H. C., Burt, M. K., & Krashen, S. D. (1982). Language Two. New York: OUP.

Dyer, C. (1995). Beginning Research in Psychology. Cambridge: Blackwell Publishers.

Ehrman, M. E., Leaver, B. L., & Oxford, R. (2003). A Brief Overview of Individual Differences in Second Language Learning. System 31(3), 313–330.

Ellis, G., Sinclair, B. (1989). Learning to Learn English: A Course in Learner Training. Cambridge: Cambridge University Press.

Ellis, R. (1990). Instructed Language Learning. Oxford: Blackwell.

Ellis, R. (1994). The Study of Second Language Acquisition. Shanghai: Shanghai Foreign Language Education Press.

Ellis, R. (1996). The Study of Second Language Acquisition. Oxford: Oxford University Press.

Ellis, R. (1999). Understanding Second Language Acquisition. Oxford: Oxford University Press.

Ely, C.M. (1986a). An Analysis of Discomfort, Risk-taking, Sociability, and Motivation in the L2 Classroom. Language Learning, 36 (1), 1-25.

Ely, C.M. (1986b). Language Learning Motivation: A Descriptive and Causal Analysis. The Modern Language Journal, 70 (1), 28- 35.
DOI: 10.1111/j.1540-4781.1986.tb05240.x.

Epstein, S. (1973). Anxiety, Arousal, and the Self- Concept. In I. G. Sarason, & C. D. Spielberger (Eds.), Stress and Anxiety (Vol. 3, pp. 185 – 224). New York: Hemisphere Publishing Corporation.

Erton, I. (2010). Relations between Personality Traits, Language Learning Styles and Success in Foreign Language Achievement. Hacettepe University Journal of Education, 38, pp115-126.

Eysenck, H. J. (1967). The Biological Bases of Personality. Sprinfield: Thomas.

Fiestas, C.E., & Peña, E. D. (2004). Narrative Discourse in Bilingual Children: Language and Task Effects. Lang Speech Hear Serv Sch, 35(2), pp 155–168.

Fillmore, C. J. (1979). On Fluency. In Fillmore, C. J., Kempler, D., & Wang, W. S. J. (Eds.), Individual Differences in Language Ability and Language Behavior (203-228). New York: Academic Press.

Foster, P., & Skehan, P. (1996). The Influence of Planning and Task Type on Second Language Performance. Studies in Second Language Acquisition, 18, 299 -324.

Freed, B. (2000). Is Fluency, like Beauty, in the Eyes (and Ears) of the beholder? In H. Riggenbach (Ed.), Perspectives on Fluency. Ann Arbor: University of Michigan Press. 243-265

Funder, D. C. (2007). The Personality Puzzle. NY: Norton.

Gardner, R. C., & MacIntyre, P. D. (1992). A Student s Contribution to Second Language Learning: Part I, Cognitive Factors. Language Teaching, 25, 211-220.

Gardner. R. C., & MacIntyre, P. D. (1993). On the Measurement of Affective Variables in Second Language Learning. Language Learning, 43, 157-194.

Gardner, R. C., Tremblay, P. F., & Masgoret, A. M. (1997). Towards a Full Model of Second Language Learning: An Empirical Investigation. The Modern Language Journal, 81, 344-362.

Gass, S., & Silenker, L. (1994). Second Language Acquisition: An Introductory Course. Hills Dale, Nj: Lawrence Earlbaum.

Gass, S.M., & Selinker, L. (2000). Second Language Acquisition: An introductory Course (2nd Ed.). Mahwah New Jersey: Lawrence Erlbaum Associates. Retrieved Jun 22, 2012.

Gatbonton, E., & Segalowitz, N. (1988). Creative Automatisation. Principles for Promoting Fluency within a Communicative Framework. TESOL. Quarterly, 22, 493-492.

Gillham, B. (2007). Developing a Questionnaire (2nd ed.). London: Continuum International Publishing Group.

Goh, C. C. M. (2007). Teaching Speaking in the Language Classroom. Singapore: SEAMEO Regional Language Centre.

Gubrium, J. F., & Holstein, J. A. (2002). Handbook of Interview Research: Context and Method. Thousand Oaks, CA: Sage.

Halliday, N. (1999). Developing Self- Esteem through Challenge Education Experiences. Journal of Physical Education, Recreation, and Dance, 70 (16), 51-57.

Harmer, J. (1983). The Practice of English Language Teaching. London: Longman.

Harmar, J. (2005). The Practice of English Language Teaching (7th ed.). Johanne Myles Queen's University.

Harmer, J. (2007). The Practice of English Language Teaching.   Harlow, England: Pearson Longman.

Hartmann, R. R. K., & Stork, F. C. (1976). Dictionary of Language and Linguistics. New York: Wiley.

Hilleson, M. (1996). "I want to Talk with Them but I Don't Want Them to Hear": An Introspective Study of Second Language Anxiety in an English – Medium School. In K.M Bailey & D. Nunan, (Eds.), Voices from the Classroom (pp. 248-275). Cambridge University Press.

Horney, K. (1950). Neuroses and Human Growth. New York: Norton.

Horwitz, E. K., Horwitz, M. B., & Cope. J. (1986). Foreign Language Classroom Anxiety. The Modern Language Journal, 70(2), 125-132.

Horwitz, E. K. (1996). Even Teachers Get the Blues: Recognizing and Alleviating Language Teachers' Feelings of Foreign Language Anxiety. Foreign Language Annals, 29(3), 354-372.

Hurd, S. (2002). Taking Account of Individual Learner Differences in the Planning and Delivery of Language Courses for open, Distance and Independent Learning. Paper Presented at the Web Conference Proceedings 2002. Retrieved June 1, 2011, from http://www.lang.ltsn.ac.uk/resources/conferenceitem.aspx?resourceid=1315

Kato, F. (1996). Results of an Australian Study of Strategy Use in Learning Japanese Kanji characters. Unpublished Manuscript, University of Sydney, Sydney, Australia.

Kitano, K. (2001). Anxiety in the College Japanese Classroom. The Modern Language Journal, 85 (4), 549-566.

Koba, N., Ogava, N., & Wilkinson, D. (2000). Using the Community Language Learning Approach to Cope with Language Anxiety. The Internet TESL Journal, 6 (11), http://www.aitech.ac.jp/~;teslj/

Kogan, N., & Wallach, M.A. (1967). Risk- taking as a Function of the Situation, the Person, and the Group. In G. Mandler, P. Mussen, N. Kogan, & M.A. Wallach (Eds.), New Directions in Psychology III. (pp.111-281). New York: Holt, Rinehart and Winston.

Kormos, J., & Dénes, M. (2004). Exploring Measures and Perceptions of Fluency in the Speech of Second Language Learners. System, 32, 145-164. Retrieved from http:/ / www.sciencedirect.com/science/journal/ 0346251X/32/2 doi:10.1016/j.system.2004.01.00.

Krashen, S.D. (1981). Second Language Acquisition and Second Language Learning. NY: Prentice Hall.

Krashen, S.D. (1982). Principles and Practice in Second Language Acquisition. Oxford, New York: Pergamon.

Krashen, S. D., & Terrell, T. D. (1983). The Natural Approach: Language Acquisition in the Classroom. San Francisco: The Alemany Press. ISBN 0-88084-005-6.

Krashen, S.D. (1985). The Input Hypothesis: Issues and Implications. New York: Longman.

Krupa-Kwiatkowski, M. (1998). 'You shouldn't Have Brought Me Here!' Interaction Strategies in the Silent Period of an Inner-direct Second Language Learner. Research on Language and Social Interaction, 31, pp.133-175.

Ku, P. N. (1995). Strategies Associated with Proficiency and Predictors of Strategy Choice: A Study of Language Learning Strategies of EFL Students at Three Educational Levels in Taiwan. Unpublished doctoral Dissertation, Indiana University, Bloomington, Indiana, USA.

Kvale, S. (1996). Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA: Sage.

Larsen, F.D., & Long, M. (1991). An Introduction to Second Language Acquisition Research. London: Longman.

Larsen- Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.

Lazaraton, A. (2001). "Teaching Oral Skills". In M. Celce-Murcia (Ed.) Teaching English as a Second Foreign Language (3rd ed., pp. 103-115). Boston: Heinle and Heinle Thomson Learning Inc.

Leary, M. R., & Downs, D. L. (1995). Interpersonal Functions of the Self-Esteem Motive. In M. H. Kernis (Ed.), Efficacy, Agency, and Self-Esteem (pp. 123 – 144). New York: Plenum Press.

Leaver, L. B., & Shekhtman, B. (2002). Developing Professional- Level Language Proficiency. Cambridge: Cambridge U. P.

Lennon, P. (1990). Investigating Fluency in EFL: A Quantitative Approach. Language Learning, 40 (3), 387–412.

Levelt, W. J. M. (1989). Speaking: From Intention to Articulation. Cambridge, MA: MIT Press.

Lever-Duffy, J., & McDonald, J.B. (2008). Teaching and Learning with Technology (3rd ed.). Boston: Allyn and Bacon.

Littlewood, W. (1981). Communicative Language Teaching. Cambridge: Cambridge: University Press.

MacIntyre, P. D., & Gardner, R. C. (1991). Anxiety and Second Language Learning: Toward a Theoretical Clarification (pp. 41-53). In Horwitz, E. K & Young, D. J. (Eds.), Language Anxiety: from Theory and Research to Classroom Implications. Englewood Cliffs, NJ: Prentice Hall.

MacIntyre, P. D., & Gardner, R. C. (1994). The Subtle Effects of Language Learning on Cognitive Processing in the Second Language. Language Learning, 44(2), 283–305.

MacIntyre, P. D., Gardner, R. C., & Moorcroft, R. (1987). The Role of Anxiety in Second Language Performance of Language Dropouts. Research Bulletin, 657. 3-26.

Majidifarda, E., Shomoossib, N., & Ghourchaeicè, B. (2014). Risk- Taking, Gender and Oral Narrative Proficiency in Persian Learners of English. Procedia - Social and Behavioral Sciences, 98, 1085 – 1092. Retrieved from www.sciencedirect.com.

Malcolm, J. C. (2006). How to Collect Data: Measurement & Evaluation. USA

Maurice, K. (1983). The Fluency Workshop. TESOL Newsletter, 17(4), 29.

McClelland, D. (1985). Human Motivation. Glenview, IL: Scott Foresman.

McDonough, J., & Shaw, C. (2003). Materials and Methods in ELT (2nd ed.). Oxford: Blackwell Publishing.

McMillan, I. (1996). Educational Research: Fundamentals/or the Consumer (2nd ed.). New York: Harper Collins.

Melouah, A. (2013). Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First-year LMD Students of English at Saad Dahlab University of Blida, Algeria. Arab World English Journal, 4(1), pp. 64 – 76.

Mercer, S., Ryan, S., & William, M . (2012). Psychology for Language Learning: Insights from Research, Theory and Practice. Publisher, Palgrave Macmillan.

Merriam Webster Online Dictionary. "Fluent." Retrieved from: http://www.merriam-webster.com/dictionary/fluent

Mizera, G. J. (2006). Working Memory and L2 oral Fluency. Unpublished doctoral Dissertation. University of Pittsburgh, Pittsburgh.

Mohadese H., & zade, A. H. (2014). Self-Esteem, Willingness to Communicate, and Oral Production: The Case Study of Iranian Intermediate EFL Students. International Journal of Language and Linguistics, 2, (4), pp. 290-294. doi: 10.11648/j.ijll.20140204.17

Morris, L., Davis, D., & Hutchings, C. (1981). Cognitive and Emotional Components of Anxiety: Literature Review and Revised Worry-Emotionality Scale. Journal of Educational Psychology, 73, 541-555.

Mullins, P. (1992). Successful English Language Learning Strategies of Students Enrolled in the Faculty of Arts, Chulalongkorn University, Bangkok, Thailand. Unpublished doctoral Dissertation, United States International University, San Diego, CA.

Mussen, P. H., Conger, J. J., & Kagan, J. (1974). Child Development and Personality. Harper and Row, publishers: New York.

Naili, R. (2014). Investigating the Scaffolding of Strategies Related to Risk -Taking During Classroom Interaction. Unpublished Doctoral Dissertation, Algeria.

Nation, I .S.P. (1995). Langue Teaching Techniques. Tokyo: Temple University. Japan.

Nation, I .S.P. (2014). What Do You Need to Know to Learn a Foreign Language? School of Linguistics and Applied Language Studies. Victoria University of Wellington New Zealand.

Nicholson, J., Baldwin, T., & Blunsom, P. (2005). Die Morphologie (f): Targeted Lexical Acquisition for Languages Other Than English. In Proc. of the Australasian Language Technology Workshop 2006, pp 67-74. Sydney, Australia.

Nunan, D. (1988). Syllabus Design. Oxford: Oxford University Press.

Nunan, D. (1991). Language Teaching Method. A Textbook for Teachers. New York: Prentice Hall International.

Nunan, D. (2003). Practical English Language Teaching. NY: McGraw-Hill.

O'Leary, A. (2004). The Essential Guide to Doing Research. London: SAGE Publications.

Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (2000). Cognitive, Affective, Personality, and Demographic Predictors of Foreign-Language Achievement. The Journal of Educational Research, 94(1), 3−15.

Ortega, L. (2009). Understanding Second Language Acquisition. London: Hodder Education.

Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House/Harper Collins.

Oxford, R. L. (1996). [Marianne – do we remove the "a" here?]: Language Learning Strategies around the World: Cross-cultural Perspectives. Manoa: University of Hawaii Press.

Oxford, R. L. (1999). Anxiety and the Language Learner: New insights. In Arnold, J. (Ed.), Affect in Language Learning (pp. 58-67). Cambridge: CUP.

Oxford, R. L., & Ehrman, M. E. (1995). Adults Language Learning Strategies in an Intensive Foreign Language Program in the United States. *System,* 23, 359-386.

Oxford, R.L., Judd, C., & Giesen, J. (1998). Relationships Among Learning Strategies, Learning Styles, EFL Proficiency, and Academic Performance Among Secondary School Students in Turkey. Unpublished manuscript, University of Alabama, Tuscaloosa, Alabama, USA.

Park, G. (1994). Language Learning Strategies: Why do Adults Need Them? Unpublished manuscript, University of Texas, Austin, Texas, USA.

Popham, W. J. (2011). Classroom Assessment: What Teachers Need to Know? Boston, MA: Pearson.

Price, M. L. (1991). The subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students (pp. 101-107). In Horwitz, E. K. & Young, D. J. (Eds.), Language Anxiety: from Theory and Research to Classroom Implications. Englewood Cliffs, NJ: Prentice Hall.

Purpura, J. E. (1997). An Analysis of the Relationships between Test Takers' Cognitive and Metacognitive Strategy Use and Second Language Test Performance. Language Learning, 42 (2), 289-325.

Purpura, J. E. (1999). Learner Characteristics and L2 Test Performance. In R. L. Oxford (Ed.), Language Learning Strategies in the Context of Autonomy, Synthesis of Findings from the International Invitational Conference on Learning Strategy Research (pp. 61-63). Teachers College, Columbia University, New York, NY.

Richards, J. C., Platt, J., & Weber, H. (1985). Longman Dictionary of Applied Linguistics. London: Longman.

Richards, J. C. (2006). Communicative Language Teaching Today. New York: Cambridge University Press. Retrieved from

http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf

Richards, J. C., Platt, J., & Platt, H. (1992). Dictionary of Language Teaching and Applied Linguistics (2nd ed.). Harlow, Essex: Longman.

Richards, J. C. (2009). Second Language Listening: Theory and Practice. Cambridge University Press.

Richards, C. J., & Schmidt, R. (2002). Longman Dictionary of Language Teaching & Applied Linguistics. London: Pearson Education.

Richards, J.C., & Rodgers, T. S. (1986). Approaches and Methods in Language Teaching. Cambridge University Press.

Richards, J.C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. Cambridge University Press.

Rodríguez, J. I., Plax, T. G., & Kearney, P. (1996). Clarifying the Relationship between Teacher Nonverbal Immediacy and Student Cognitive Learning: Affective Learning as the Central Causal Mediator. Communication-Education, *45*, 293–305. Retrieved from https://doi.org/10.1080/03634529609379059

Rossiter, M. J. (2009). Perceptions of L2 Fluency by Native and Non-native Speakers of English. The Canadian Modern Language Review, 65, 395-412.

Rubin, H. J., & Rubin, I. S. (2005). Qualitative Interviewing –The Art of Hearing Data (2 nd Ed). Sage Publications, Thousand Oaks, London, New York.

Sajavaara, K. (1987). Second Language Speech Production: Factors Affecting Fluency. In: Dechert, H.W., Raupach, M. (Eds.), Psycholinguistic Models of Production. Ablex, Norwood, pp. 45–65. Norwood, N.J.: Ablex.

Samimy, K. K., & Rardin, J. P. (1994). Adult Language Learners' Affective Reactions to Community Language Learning: A Descriptive Study. Foreign Language Annals, 27(3), 379-390.

Sano, M., Takahashi, M., & Yoneyama, A. (1984). Communicative Language Teaching and local Needs. English Language Teaching Journal, 38(3), 170-177.

Savignon, S. J. (2001). Communicative Language Teaching for Twenty –first Century. in M. Celce- Murcia (Ed.), Teaching English as a Second or Foreign Language (pp.13-28). Boston: Heinle & Heinle.

Scarcella, R., & Oxford, R. (1992). The Tapestry of Language Learning: The Individual in the Communicative Classroom. Boston: Heinle & Heinle.

Schmitt, D.P., & Allik, J. (2005). Simultaneous Administration of the Rosenberg Self-Esteem Scale in 53 Nations: Exploring the Universal and Culture-Specific Features of Global Self-Esteem. Journal of Personality and Social Psychology: Copyright 2005 by the American Psychological Association, Vol. 89, No. 4, 623–642. DOI: 10.1037/0022-3514.89.4.623

Scott, W., & Ytreberg, L. (1990). Teaching English to Children. London: Longman.

 Scovel, T. (1978). The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research. Language Learning, 28, 129-142. http://dx.doi.org/10.1111/j.1467 1770.1978.tb00309.x

Scrinvener, J. (2005). Learning Teaching. Teaching: The Essential Guide to English Language Teaching. UK: Macmillan Education.

Segalowitz, N. (1997). Individual Differences in Second Language Acquisition. In A. M. B. de Groot & J. Kroll (Eds.), Tutorials in Bilingualism (pp. 85–112). Mahwah, NJ: Erlbaum.

Segalowitz, N. (2007). Access Fluidity, Attention Control, and Acquisition of Fluency in a Second Language. *TESOL Quarterly, 41,* 181-186.

Segalowitz, N. (2010). The Cognitive Bases of Second Language Fluency. New York: Routledge.

Seliger, H. (1983). The Language Learner as Linguist: of Metaphors and Realities. Applied Linguistics, 4, 179-91.

Seliger, H. W., & Shohamy, E. (1989). Second Language Research Methods. Oxford: Oxford University Press.

Selltiz, C., Wrightsman, L. S., & Cook, S., W. (1976). Research Methods in Social Relations. New York: Holt, Rinehart and Winston.

Sharp, C. (1990). Developing the Arts in Primary Schools. Berkshire, Nfer.

Shipley, K., & McAfee, J. (1998). Assessment in Speech-Language Pathology. San Diego: Singular Publishing Group.

Singer, J. L., & Singer, D. G. (1972). Personality. Annual Review of Psychology, 23, 375-412. Retrieved from: https: dio.org 10.1146 annurev. Ps.23.020172.002111.

Skehan, P. (1998). A Cognitive Approach to Language Learning. Oxford: Oxford University Press.

Spielberger, C. D. (1983). Manual for the State-trait Anxiety Inventory (Form Y). Palo Alto: California: Consulting Psychological Press.

Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: Oxford University Press.

Stevick, E. W. (1980). Teaching Languages: A Way and Ways. Rowley, MA: Newbury House.

Stool, L., Fink, D., & Earl, L. (2003). It's About Learning and It's About Time. What's in for School. Rutledge: Falma.

Sudman, S., & Bradburn, N. M. (1983). Asking Questions. San Francisco. CA: Jossey-Bass Publishers.

Swain, M., & Lapkin, S. (2000). Task-based Second Language Learning: The Uses of the First Language. Language Teaching Research, 4 (3). pp 251-74 http://esatc.hutc.zj.cn/jpkc/om/wx/Task-based%20second%20language%20learning-the%20use%20of%20L1.pdf

Tallon, M. (2009). Foreign Language Anxiety and Heritage Students of Spanish: A Quantitative Study. Foreign Language Annals, 42(1), 112-137.

Tavakoli, P. (2011). Pausing Patterns: Differences between L2 Learners and Native Speakers. ELT Journal, 65(1), 71-79.

Tavakoli, P., & Foster, P. (2011). Task Design and Second Language Performance: The Effect of Narrative Type on Learner Output. Language Learning, 61, 37-72. doi: 10.1111/j.1467-9922.2011.00642.x.

Tavakoli, P., & Skehan, P. (2005). Strategic Planning, Task Structure, and Performance testing. In R. Ellis (Ed.), Planning and Task Performance in a Second Language (pp. 239–276). Amsterdam: John Benjamins Publishing Company.

Towell, R., Hawkins, R., & Bazergui, N. (1996). The Development of Fluency in Advanced Learners of French. Applied Linguistics, 17, 84-119.

Tsui, A. B. M. (1996). Reticence and Anxiety in second Language Learning. In K. Bailey, & D. Numan (Eds.), Voices from Language Classroom (pp. 145-168). Cambridge: Cambridge University Press.

Ur, P. (1995). A Course in Language Teaching. Cambridge: Cambridge University Press.cv

Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

Van, L.L. (1996). Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity. London: Longman.

Vercellotti, M. L. (2012). Complexity, Accuracy, and Fluency as Properties of Language Performance: The Development of the Multiple Subsystems over Time and in Relation to Each Other. Unpublished Doctoral Disseration, University of Pittsburgh.

Victori, M., & Lockhart, W. (1995). Enhancing Metacognition in Self-directed Language Learning. System, 23(2), 223-234.

Wen, W. P., & Clement, R. (2003). A Chinese Conceptualization of Willingness to communicate in ESL. Language, Culture and Curriculum, 16,18- 38.

Wenden, A. (1998). Learner Strategies for Learner Autonomy. Great Britain: Prentice Hall.

White, R. V. (1987). "Listening Comprehension and Note - taking". Modern English Teacher.

Widdowson, H. G. (1990). Aspects of Language Teaching. Oxford: Oxford University Press.

Williamson, K. (2002). Research Methods for Students and Professionals: Information Management and System (2nd ed.). Wagga Wagga, New South Wales, Australia: Centre for Information Studies, Charles Sturt University.

Wood, D. (2007). Mastering the English Formula: Fluency Development of Japanese Learners in a Study Abroad Context. JALT journal, 29, 209- 230.

Woodward, T. (2001). Planning Lessons and Courses. Cambridge: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511732973

Wright, D. S., & Taylor, A. (1970). Introducing Psychology. Harmondsworth: Penguin Books.

Yashima, T. (2002). Willingness to Communicate in a Second Language: The Japanese EFL context. The Modern Language Journal, 86(1), 54-66.

Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? The Modern Language Journal, 75 (4), 426-439.

Young, D. J. (1992). Language Anxiety from the Foreign Language specialists' Perspective: Interviews with Krashen, Ommaggio Hadley, Terell, and Rardin. Foreign Language Annals, 25, 157-172.

Young, D.J. (1999). Affect in Foreign Language and Second Language Learning. Boston, MA: McGraw-Hill.

Yule, G., & Macdonald, D. (1994). The Effects of Pronunciation Teaching. In J. Morley (Ed.), Pronunciation Pedagogy and Theory: New Views, New Directions (pp. 109- 118) Alexandria, VA: TESOL.

Zafar, S., & Meenakshi, K. (2012). A Study on the Relationship between Extroversion Introversion and Risk-Taking in the Context of Second Language Acquisition. International Journal of Research Studies in Language Learning, 1 (1), 33-40.

Zumbo, B. D. (1999). A Handbook on the Theory and Methods of Differential Item Functioning (DIF). Ottawa, Ontario, Canada: Directorate of Human Resources Research and Evaluation, Department of national Defense.

Appendices

Appendix A

The Teachers' Questionnaire

Dear colleagues,

We look forward to evaluating students' oral fluency development through two strategies represented in terms of two affective factors namely anxiety and risk- taking. We would be very grateful if you accept answering the following questionnaire. Your answers to this questionnaire will help me understand students' affective factors. Please list your concerns and provide all the information you feel may be relevant, by kindly putting a tick ( ) in the corresponding box, and make full statements whenever it is necessary.

Would you please send me back the complete questionnaire at my letters' box as soon as you can.

Please provide any additional comments or information you feel may find helpful

Your participation in the questionnaire is tremendously respected.

Miss Naouel BOUCHAREB

Department of Letters and English

Faculty of Letters and Languages

University of Constantine 1

I. Section One: General Information:

Questions:

1) Academic degree:

a) Doctorate……………………………………………………..…….……….. ☐

b) Magister……………………………………………………….………… ☐

c) Master…………………………………………………….…………….. ☐

d) License…………………………………..…………………….……...…… ☐

2) How long have you been teaching English?

…………………………………………………………………….. ……………..years

3) How long have you been teaching the oral expression module?

…………………………………………………………………………………..years

II. Section Two: Anxiety and Oral Fluency

Questions:

Questions:

1. How do you evaluate your learners' participation in oral expression?

a) Excellent……………………………………………………………. ☐

b) Good……………………………………………………………….. ☐

c) Average…………………………………………………………….. ☐

d) Weak…………………………………………………………………….. ☐

2. Does students' participation depend on:

a) The correct speaking in terms of fluency …………………………………….. ☐

b) The participation with whatever language they have……………………………. ☐

3. Which criteria/criterion do you consider most in assessing learners' oral expression?

a) Pronunciation………………………………………………………............ ☐

b) Vocabulary…………………………………………………………........... ☐

c) Fluency…………………………………………………………………… ☐

d) Comprehension…………………………………………………………… ☐

e) Grammar………………………………………………………….……… ☐

f) Interaction………………………………………………………………… ☐

g) All the above……………………………………………………………… ☐

h) Others……………………………………………………………………….. ☐

.

4. Have you ever noticed some shortness in your students' speech in the oral session?

a) Yes………………………………………………………………….. ☐

b) No…………………………………………………………………... ☐

5. Can you mention learners most faced problems once they talk among these ones?

    a) Fluency …………………………………………………………………………... ☐

    b) Accuracy …………………………………………………………………………... ☐

    c) Pronunciation………………………………………………………………….. ☐

6. What could be the main reasons behind such state of affairs?

…………………………………………………………………………………………………..

…………………………………………………………………………………………………..

7. Do you consider speaking with a non-fluent speech a

a) Shortness in students' talk? …………………………………………….…… ☐

b) It does not matter since they already talk ……………….………………… ☐

8. Have you the habit to develop learners' consciousness to notice the gap between what they say and the correct way to say it?

a) Yes ………………………………………………………………………… ☐

b) No…………………………………………………………………………... ☐

9. Do you often advise your student to give more importance to fluency?

a) Yes…………………………………………………………………………. ☐

b) No…………………………………………………………………………... ☐

10. What does characterize fluent students from non-fluent ones in terms of personality characteristics?

…………………………………………………………………………………………….

…………………………………………………………………………………………….

11. Do students suffer disfluencies in their speech or they just produce fluent speech when they are obliged to talk?

a) Fluent speech…………..……………………………………………………

b) Non fluent speech……………..…………………………………………..

12. Do you make efforts to stimulate your students to speak fluently?

a) Always…………………………………………………………………...

b) Often………………………………………………………………………..

c) Sometimes…………………………………………………………………

d) Rarely………………………………………………………………………

e) Never……………………………………………………………………….

13. Mention those efforts if any?

…………………………………………………………………………………………

…………………………………………………………………………………………

14. Do you often advise them to

a) Reduce pauses ……………………………………………………………………... ☐

b) Avoid hesitation in speaking?.. ☐

c) Avoid repetition?... ☐

d) Avoid   filled   their   talk   with   em,   er,   err,   uhm,   ah,   um,

mm?.. ☐

e) Reduce their length of some syllables with no reason?....................................... ☐

15. Do you think that students' academic success in foreign language oral fluency can be

positively or negatively affected by anxiety?

a) Negatively ……………………………………………………………… ☐

b) Positively ……………………………………………………………. ☐

16. According to your experience as an oral expression module teacher, what contributing

elements may help language learners enhance their fluency?

………………………………………………………………………………………………

………………………………………………………………………………………………

17. Do accurate students in oral expression necessary speak fluently?

a) Yes…………………………………………………………………………… ☐

b) No ………………………………………………………………………… ☐

18. Do students who have good pronunciation possess forcefully a fluent tongue?

a) Yes………………………………………………………………………… ☐

b) No………………………………………………………………………. ☐

III.   Section Three: Classroom Risk- Taking and Oral Fluency Questions:

1. Do you think that learners' ability to take risks appears as an important individual difference for learners' success?

a) Yes………………………………………………………………… ☐
b) No…………………………………………………………………. ☐

2. Do you think that risk-taking behaviors facilitate foreign language speaking acquisition?

a) Yes………………………………………………………………… ☐

b) No…………………………………………………………………. ☐

3. Do you think that students who participate in oral sessions fluently are more risk takers than others are in class?

a) Yes …………………………………………………………………… ☐

b) No …………………………………………………………………. ☐

4. Do you often push your students to take risks in the classroom?

a) Always……………………………………………………………………… ☐

b) Sometimes…………………………………………………………………… ☐

c) Never……………………………………………………………………… ☐

5. Is there a dynamic correlation between learners level of fluency and being risk

takers in speaking

   a) Yes………………………………………………………………….. ☐

   b) No ………………………………………………………………….. ☐

6. Are students who dare participating in oral sessions ☐

   a) More fluent than are other passive students……………………..............

   b) Less fluent than are other passive students…………………………….. ☐

7. Do you think that students who participate a lot in the classroom are:

   a) More fluent to expose their opinions …………………………………….... ☐

   a) More audacious to expose their opinions……………………………….... ☐

8. If we (teachers) ignore learners chances to participate in oral sessions for certain period, will this fact reduce their fluency?

   a) Yes………………………………………………………………………… ☐

   b) No ……………………………………………………………………… ☐

9. Do you notice that students who always participate since the beginning of the year will be found to:

   a) Show definitely more progression in oral fluency by the end of the year? ☐

   b) Maintain the same level of fluency by the end of the year?…………….. ☐

Thank you very much for your priceless aid and time.

Appendix B

The Learners' Interview

Section One: General Information

1. How old are you?

………………………………………………………………………………………………………

2. Specify your gender

a) Male………………………………………………………………………………..

b) Female……………………………………………………………………………..

3. Is English language your first choice?
a) Yes …………………………………………………………………….. ……

b) No ……………………………………………………………………………..

4. Can you give more precision on that?

………………………………………………………………………………………………………..

5. How long have you been studying English?

……………………………………………………………………………………… years

6. How do you consider your level in speaking English?

a) Very good ……………………………………………………………………….

b) Good …………………………………………………………………………….

c) Average………………………………………………………………………….

d) Weak…………………………………………………………………………….

7. What is the module you like most?

a) Grammar…………………………………………………………………………... ☐

b) Linguistics………………………………………………………………………… ☐

c) Oral expression…………………………………………………………………….. ☐

d) Written expression………………………………………………………………… ☐

Section Two: The Classroom Anxiety and Speaking Fluency Questions.

The first part of this interview is designed to know the relation between foreign language learners' anxiety status, and their oral fluency level.

1. In your opinion, is speaking a language an important component in the process of learning it?

a) Yes…………………………………………………………………………………. ☐

b) No…………………………………………………………………………………. ☐

2. Do you feel stressed in oral modules in comparison to other modules?

a) Yes…………………………………………………………………………………… ☐

b) No…………………………………………………………………………………. ☐

c) From time to time…………………………………………………………………. ☐

3. Do you communicate because

a) You need to communicate?……………………………………………………... ☐

b) You have the ability to communicate?……………………………………….. ☐

4. Are there emotions inside you that push you to talk fluently? ☐

a) Yes …………………………………………………………………… ☐

b) No……………………………………………………………………….. ☐

5. Do you believe that being anxious can hinder how fluent you are?

a) Yes…………………………………………………………………… ☐

b) No ……………………………………………………………………… ☐

6. Do you have sufficient time and opportunities to talk in the classroom sessions?

a) Yes many……………………………………………………………………... ☐

b) Not at all……………………………………………………………….. ☐

7. Do you participate in an oral expression session because: ☐

a) You give answers with no mistakes? …………………………………….. ☐

b) You are fluent?……………………………………………………………. ☐

8. Do you think that making mistakes during your participation

a) Helps you to be fluent …………………………………………………….. ☐

b) Inhibits you from improving your fluency? ……………………………….. ☐

9. Do you speak fluently because you feel relaxed to communicate in the classroom?

a) Yes …………………………………………………………………………… ☐

b) No…………………………………………………………………………… ☐

10. Do you feel uncomfortable when using the language orally once being criticized by

your teacher? ☐

a) Yes……………………………………………………………………. ☐

b) No ……………………………………………………………………. ☐

c) It depends…………………………………………………………….. ☐

11. Do you avoid being called by the teacher if you feel you are not fluent enough to talk?

a) Yes………………………………………………………………….. ☐

b) No…………………………………………………………………… ☐

12. Does oral fluency skill become problematic when you feel nervous? ☐

a) Yes………………………………………………………………….. ☐

b) No…………………………………………………………………. ☐

13. Do you shake and speak with hesitations when talking to your teacher?

a) Yes…………………………………………………………………………… ☐

b) No……………………………………………………………………………. ☐

14. Do you produce stops in your speech if you feel will get disturbed?

a) Yes ……………………………. ………………………………………… ☐

b) No …………………………………………………………………………….. ☐

15. Do you believe that fluency development needs:

a) Working hard to surely improve it? Or, ……………………………………….. ☐

b) Is a matter of luck or an inborn capacity?………………………………………… ☐

Part 3: Classroom Risk Taking and Speaking Fluency Questions:

The third part of this interview is designed to probe the possible correlation between foreign language learners' risk taking, and their oral fluency level.

1. Do you consider your low achievement in oral fluency the result of not participating in class?

a) Yes………………………………………………………………………………… ☐

b) No…………………………………………………………………………………. ☐

2. Do you prefer to not take the risk to speak in the English oral class even if you have

3. the answer?

a) Yes…………………………………………………………………………..

b) No …………………………………………………………………………..

4. Are you fluent in the classroom because you take risks to talk?

a) Yes …………………………………………………………………….…...

b) No …………………………………………………………………………

5. When you do not take risks in speaking for a long time, do you talk with pauses and

hesitations?

a) Yes …………………………………………………………………………..

b) No……………………………………………………………………………

6. When you take the risks in talking, do feel you improve your fluency?

a) Yes…………………………………………………………………………..

b) No……………………………………………………………………………

7. Have you the habit of

a) Repeating the sentence many times before you say it out?……………...............

b) Taking the risk and talking is your ultimate purpose?...

8. When a Peer talks with a better fluency, do you hesitate in taking risks to talk fluently?

a) Yes……………………………………………………………… ...……………

b) No………………………………………………….. ……………………...

9. Do you refuse to participate if you have the idea but you are not sure how to convey it in a fluent way?

a) Yes………………………………………………………………………….. ☐

b) No……………………………………………………………………….. ☐

10. Do you disengage in taking risks if you repeat the same mistake in fluency orally?

a) Yes…………………………………………………………………………. ☐

b) No……………………………………………………………………….. ☐

11. Did you notice the role of practicing in improving your oral skill?

a) Yes…………………………………………………………………………. ☐

b) No …………………………………………………………………………. ☐

12. Which one of the following do you consider a serious problem

a) Risk taken to speak? …………………………………………………… ☐

b) Speaking with low fluency?…………………………………… …………………. ☐

13. Do you consider mistakes committed in speaking

a) A problem to be avoided? ………………………………………………… ☐

b) A normal part of improving fluency?……………………………………… ☐

14. Do you speak fluently because

a) The teacher asks you to talk?……………………………………………………

b) You take your decision to talk by your own?…………………………………..

Thank you for your collaboration.

Appendix C

The Adapted Foreign Language Classroom Anxiety Scale - (FLCAS)

Dear learners,

I request you to help me with filling in this questionnaire, which is labeled the Foreign Language Classroom Anxiety Scale (FLCAS); it investigates what you believe about yourself in the oral class. The variable under test is your state of anxiety. The questionnaire contains a list of statements dealing with your general feelings about yourself. We would be very grateful if you answer the following questions as honest as you can, being aware of that feeling of certainty that goes along with the answering, your answers will be kept in security, moreover; put in mind that there are no wrong or right answers, besides that it will not be corrected to be marked, we just need your answers to confirm/ disconfirm our thesis' hypotheses.

Please indicate how strongly you agree or disagree with each statement, by putting a tick ( ) in the appropriate box for you.

In advance, thank you a million for your priceless aid.

Section One: General Information

This part is designed to know some general information about the participants:

1. How old are you?

………………………………………………………………………………………..

2. Specify your gender

    a) Male……………………………………………………………………

    b) Female…………………………………………………………………

3. Is English learning your first choice?

    a) Yes……………………………………………………………………

    b) No………………………………………………………………………

4. Justify the reason

…………………………………………………………………………………………..........

....

5. How long have you been studying English?

………………………………………………………………………………………….

 6. Who does most of the talk in the classroom in Oral Expression?

    a) Teacher……………………………………………………………………

    b) Students……………………………………………………………………

Section Two: The Adapted Foreign Language Classroom Anxiety Scale - (FLCAS)

Questions

The questions are adapted according to our study, which is about the relation between learners' speaking in particular and their anxiety.

N/P	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.N	I never feel quite sure of myself when I am speaking in my oral foreign language class.				
2.P	I do not worry about making mistakes in oral language class.				
3.N	I tremble when I know that I am going to be called on in oral language class.				
4.N	It frightens me when I do not understand what the teacher is saying in the oral foreign language.				
5.P	It would not bother me at all to take more oral foreign language classes.				

6.N	During oral language class, I find myself thinking about things that have nothing to do with the course.				
7.N	I keep thinking that the other students are better at speaking languages than I am.				
8.P	I am usually at ease during tests in my oral language class.				
9.N	I start to panic when I have to speak without preparation in the oral language class.				
10.N	I worry about the consequences of failing my foreign oral language class.				
11.P	I do not understand why some people get so upset over oral foreign language classes.				
12.N	In oral language class, I can get so nervous, I forget things I know.				

13.N	It embarrasses me to volunteer answers in my oral language class.		340		
14.P	I would not be nervous speaking the foreign language with native speakers.				
15.N	I get upset when I do not understand what the oral language class teacher is correcting.				
16.N	Even if I am well prepared for oral language class, I feel anxious about it.				
17.P	I often feel like not going to my oral language class, I feel confident when I speak in foreign language class.				
18.P	I feel confident when I speak in oral foreign language class.				
19.N	I am afraid that my oral language teacher is ready to correct every mistake I make.				

20.N	I can feel my heart pounding when I am going to be called on in the oral language class		341		
21.N	The more I study for a language test, the more confused I get.				
22.P	I do not feel pressure to prepare very well for an oral language class.				
23.N	I always feel that the other students speak the foreign language better than I do.				
24.N	I feel very self-anxious about speaking the oral foreign language in front of other students.				
25.N	Oral language class moves so quickly, I worry about getting left behind.				
26.N	I feel more tense and nervous in my oral language class than in my other classes.				
27.N	I get nervous and confused when I am speaking in my language class.				

28.P	When I am on my way to the oral language class, I feel very sure and relaxed.				
29.N	I get nervous when I do not understand every word the oral language teacher says.				
30.P	I feel overwhelmed by the number of rules I have to learn to speak a foreign language.		I feel overwhelmed by the number of rules you have to learn to speak a foreign language		
31.N	I am afraid that the other students will laugh at me when I speak the foreign language.				
32.P	I would probably feel comfortable around native speakers of the foreign language.				
33.N	I get nervous when the oral language teacher asks questions, which I have not prepared in advance.				

Note. **P**=positively worded item; **N**=negatively worded item

Thank you, dear students, for your priceless help

Appendix D

Classroom Risk- taking Scale

Dear learners,

I request you to help me with filling in this questionnaire, which is labeled the Language Class Risk-taking Scale; it investigates the extent to which you take risks using the target language in class. The variable under test is your risk- taking. The questionnaire contains a list of statements dealing with who risks using the target language more often. We would be very grateful if you answer the following questions as honest as you can, being aware of that feeling of certainty that goes along with the answering, your answers will be kept in security, moreover; put in mind that there are no wrong or right answers, besides that you will not be marked, we only need your answers to confirm/ disconfirm our thesis' hypotheses.

Please indicate how strongly you agree or disagree with each statement, by putting a tick ( ) in the appropriate box for you.

In advance, thank you a million for your priceless aid.

Section One: General Information

This part is designed to know some general information about the participants:

1. How old are you?

……………………………………………………………………………………………………...

2. Specify your gender

a) Male…………………………………………………………………… ☐

b) Female………………………………………………………………… ☐

3. Is English learning your first choice?

a) Yes…………………………………………………………………… ☐

b) No…………………………………………………………………… ☐

4. Justify the reason

………………………………………………………………………………………………...........

....

5. How long have you been studying English?

…………………………………………………………………………………………………….

6. Who does most of the talk in the classroom in Oral Expression?

a) The Teacher………………………………...…………………………………… ☐

b) The Students…………………………………………………………………… ☐

Section Two: Language Class Risk- taking Scale:

The statements	Strongly agree	Agree	Strongly Disagree	Disagree
I do not feel the desire to speak, if I am not sure of myself				
Oral expression level can develop through the mistakes I make				
I ask questions each time I do not understand something about the language.				
Oral expression session is a risky situation for me.				
I learn by heart sentences before I participate				
The remark given by my teacher always help me ameliorate my level.				
My classmates are a source of shyness when I plan to talk.				
Oral expression activities are enjoyable.				
I often compare myself with other classmates in the oral expression level				

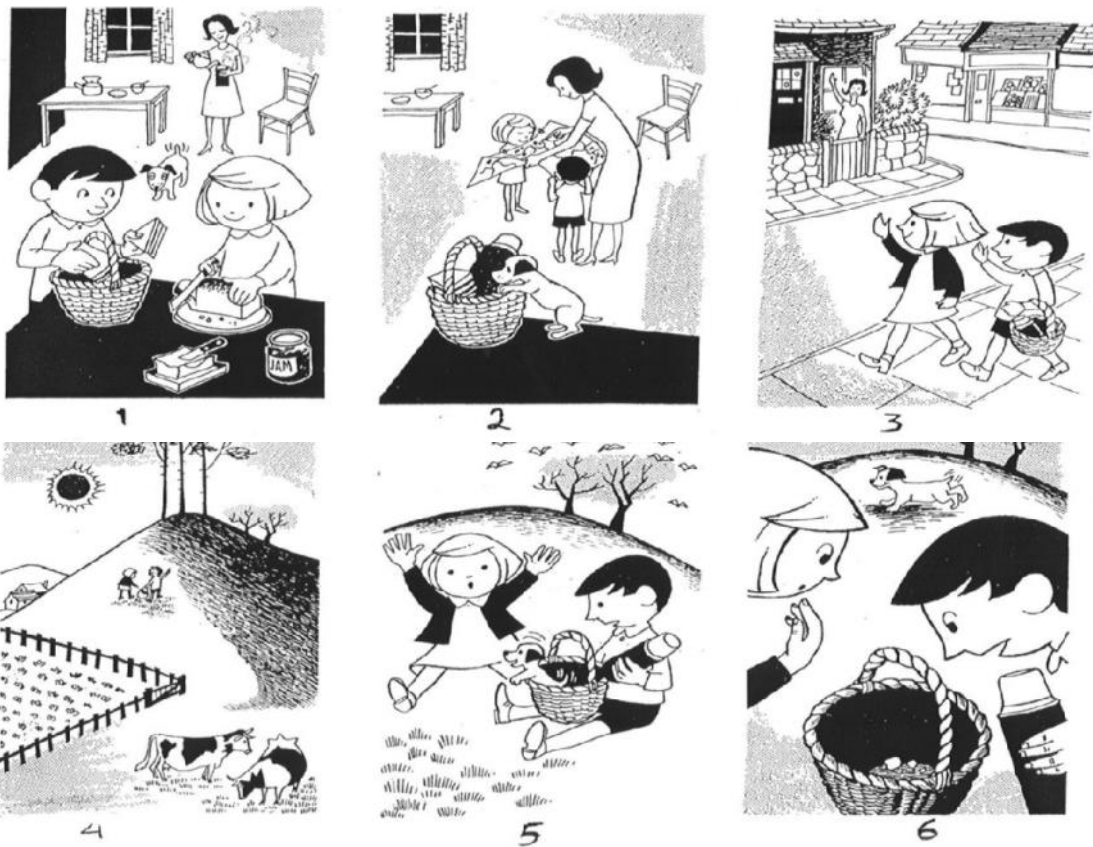| I would like to meet native speakers to practice my English with them				

__Thank you, dear students, for your priceless help__

Appendix E

Learners' Story Description Task

Narrate a Story based on the following picture series.

Picture 01: Journey Task, Tavakoli and Foster (2011)

يؤكد علماء النّ   مون ، وعلماء الاجتماع منذ زمن طويل على أهميّ   مين في

مو الأكاديمي. وفي هذا السّياق ، تهدف الدّ   ركيز على انتباه المتعلّمين إلى أهمّية ما يحدث داخله

ركيز على القلق ، واتّخاذ المخاطر كاستراتيجيّات لتعزيز مستوى الطّ

العلاقات المحتملة بين المتغيّ   . نحن نفترض أنه إذا كان المدرسّون يستطيعون تشجيع الطّ

حدث وعدم القلق ، فعندئذ سيتحسّ   لاقة الشفهية لديهم باستمرار.   مين

غة الإنجليزيّة كلغة أجنبية. الأساليب

المستخدمة في هذا البحث هي أساليب كمّية ونوعيّ . بناءً على ذلك ، تم اختيار ثلاث مجموعات

جامعة قسنطينة 1   غة الإنجليزيّة ، وبعد الانتهاء من مقابلة مع الباحث ، تم تقسيمهم بين قلقون وغير

قلقين نتيجة جاباتهم على مقياس   غة الأجنبيّ ، و كمجازفين غير القادرين على المخاطرة

بعد استكشاف إجاباتهم على استبيان المخاطرة.   مين   الحصول عليها من المقاييس

بعلاماتهم الخاصّة بمهمّ   قياس الطّلاقة الشفهيّة عن طريق حساب الارتباط.

تقديم استبيان لـ   عبير الشّفهي للّغة الإنجليزيّة في جامعة قسنطينة.   حقيق الضّ

إيجابيّة بين مخاطرة المتعلّمين ومستوى طلاق هم الشفهيّ   بينما هناك علاقة سلبيّة عالية بين القلق وطلاقة

. يشير تحليل البيانات وتفسيرها إلى بعض   تدريس اللّ   غة الإنجليزيّة كلغة أجنبيّ

إيلاء المزيد من الاهتمام إلى الجانب العاطفي   مين   ولكي يرفع الطّلا   وعيهم ليصبحوا

لين للمخاطر   ليصبحوا   ث اللغة الإنجليزيّ   .

الكلمات المفتاحيّ : عوامل الشخصية ، القلق ، المخاطرة ، مهارة التحدّ   لاقة الشفهيّ .

Résumé

Les psychologues, les éducateurs et les sociologues soulignent depuis longtemps l'importance du côté émotionnel des apprenants pour la croissance académique. Dans ce contexte, la présente étude vise à attirer l'attention des apprenants sur l'importance de ce qui se passe en eux, en identifiant l'anxiété et la prise de risques en tant que stratégies pour améliorer leur niveau de maîtrise de la parole, et explore les relations possibles entre les deux variables. Nous émettons l'hypothèse que si les enseignants peuvent encourager les élèves à prendre des risques en parlant et à ne pas être anxieux, leur niveau de maîtrise de la communication orale s'améliorera régulièrement. Ainsi, moins les apprenants sont anxieux et plus ils sont susceptibles de prendre des risques, plus ils maîtriseront l'anglais comme langue étrangère. Les méthodes utilisées dans cette recherche sont à la fois quantitatives et qualitatives. En conséquence, trois groupes (90 étudiants) d'étudiants du département d' anglais de l'Université de Constantine 1 sont sélectionnés et, après avoir terminé un entretien avec le chercheur, sont séparés comme étant anxieux et non anxieux, ceci est le résultat de leurs réponses à l'échelle d'anxiété de la classe de langue étrangère, et comme étant des preneurs de risque et des non- preneurs de risque, après avoir exploré leurs réponses au questionnaire de prise de risque. Les apprenants qui ont obtenu les notes obtenues sur les échelles sont mis en corrélation avec les notes d'une tâche de narration d'histoire et leur examen, mesurant la fluidité orale en calculant le coefficient de corrélation. À côté de cela, un questionnaire est remis aux enseignants d'Expression Orale du, département d anglais. L'enquête a montré qu'il existait une relation positive entre la prise de risque des apprenants et leur niveau de maîtrise de la parole, mais qu'il existait une forte relation négative entre l'anxiété et leur maîtrise de la parole. L'analyse et l'interprétation des données suggèrent des implications pour la pédagogie des langues, pour les enseignants d'anglais comme langue étrangère accorde plus d attention au côté affectif de leurs apprenants, et pour que les étudiants se sensibilisent à prendre des risques et à devenir moins anxieux de parler anglais couramment.

Mots Clé: Prise de risque, anxiété, les facteurs affectifs, parler couramment.