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LANGUAGESDEPARTEMENT OF FOREING LANGUAGESENGLISHSECTION

The impact of xenoglossophobia in speaking on EFL learners

Case study of second year high school students of foreiegn lauguages

Dissertation Submitted in Partial Fulfillment of the Requirements for "Master"degree in Applied Linguistics.

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Dedication

In the name of Allah most merciful I dedicate this work to my dear Mother and my beloved father, thank you for all your encouragement and love may Allah bless you now and forever

To my brothers : Smail , Ishak who have always helped me and believed that I could do it , I am lucky to have you in my life

To my brother Ali

Peace be upon your eyes that have been sleeping for a while, peace be upon your scent hidden in the hollow of the earth, peace be upon my constant longing for you, may God have mercy on you

To my one and only dear sister : Marwa

To my sisters in-law : Amina , Besma and Sabrina

To my nephews and nieces : Meriem , Zakaria , Ranime , Brahim , Mohamed , Zineb and Nour

To my trinomial : Bouchra and Razika

To my dear best friend Nadjiya

To my teacher sir Mohamed Larouaci for inspiring me to do my best And for being there to guide me when I needed help

SAFAA

Dedication

At the outset of my words, I thank God the Almighty, who enlightened my path and gave me strength, patience and steadfastness, who granted me success and repayment, who assisted me in completing this work. I would not have finished the path without his mercy. Praise be to God.

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To my trinomial Safaa and razika

To everyone who taught me a letter, to everyone who supported me, even with a smile.

BOUCHRA

Dedication

InThe name of Allah, Most Merciful, Most Compassionate

I dictate this work to

My dear mother

And

My beloved father

Thank you for all your encouragement and love

May Allah Bless you now, and forever

To my brothers: (Fares and Badro .)

To my sisters (Laila , halima and Bachira)

to my nephew Yazan .

To All my friends (safaa ,Bouchra ,Djamila ,Rania ,ibtissem ,Nadjia and Aisha)

to my cousins (widad ,Hadjer ,bouchra ,Fatima ,lilya ,lina sara khlooud ,Adem ,touba and Rihab)

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The Abstract

This study aims to identify the anxiety and irrational fear of public speaking in English among Algerian Arabs. It provides insight into some important headlines, notably the factors that cause this phenomenon and its impact on learners' academic achievements, as well as how can L2 learners and English teachers cope with the situation. Both questionnaire and interview are used as tools to of research. This paper absolutely depends on an efficient technique to establish the results and causes of this phenomenon, which is the use of a "questionnaire" addressed to 30 male and female students from the Department of Foreign Languages at Boussila Maammar High School. Whereas, 9 other questions are intended for the interview with the education and guidance counselor. The Foreign language Classroom anxiety scale (FLCAS) that is developed by Horwitz, is used as a means to measure the level of anxiety perceived by EFL learners while taking parts in classrooms. It is also approved as a theoretical framework for the study. The results obtained indicate that the majority of the students suffer from xenoglossophobia, which negatively affects the remarkable development of the student, as well as their academic achievement and performance within the English class.

Key words

- Xenoglossophobia
- Anxiety

ملخص

تهدف هذه الدراسة إلى التعرف على ظاهرة القلق والخوف الغير العقلاني من التحدث أمام الجمهور باللغة الإنجليزية و إنتشارها بين الجزائريين العرب. تقدم هاته الدراسة نظرة ثاقبة لبعض العناوين المهمة، لا سيما العوامل التي تسبب في حدوث هذه الظاهرة، تأثيرها على الإنجازات الأكاديمية للمتعلمين، و كذا كيفية تعامل الأساتذة و المتعلمين مع مواقف مثل هذه للتقليل من رهاب التحدث و أثره في نفوس الطلاب. تعتمد هذه الورقة بشكل مطلق على تقنيتين فعالتين تم تبنيهما لتحديد أسباب، نتائج، و الطرق المنتجعة لرصد هذه الظاهرة. التقنية الأولى و الأكثر إستعمالا هي "الإستبيان" الموجه إلى 30 طالب وطالبة من قسم اللغات الأجنبية في ثانوية بوسيلة معمر. التقنية الثانية تضم 9 أسئلة أخرى مخصصة للمقابلة مع مستشارة التربية و التعليم. إضافة إلى الإطار النظري لدراستنا و الذي يسمى "بمقياس القلق في فصول اللغة الأجنبية" الذي طوره هورويتز و إتخذه كوسيلة لقياس مستوى القلق لدى متعلمي اللغة الإنجليزية كلغة أجنبية في الفصول الدراسية. و في الختام تشير النتائج التي تم الحصول عليها إلى أن غالبية الطلاب يعانون من رهاب الاحدث بلغة أجنبية، مما يؤثر سلبًا على التطور الملحوظ للطالب ، فضلاً عن تحصيله الأكاديمي وأدائه داخل فصل اللغة الإنجليزية.

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General introduction

The role of language is very crucial in today's world; it is like a container into which the individual pours his thoughts in order to uplift them from the realm of concealment to the realm of declaration. There is no doubt that we all feel the great scientific progress and its rapid achievements since the world has shrunk to the size of a small village ruled by technology. In the age of globalization, no country can remain isolated from the developments that emphasize the importance of learning a foreign language. Learning the English language as a second language has become an essential tool for broadening one's cultural horizons.

The English language is considered as the lingua Franca of the world and the highly mobilized language associated with this progress, as a global language, English is well-known and brilliant. It is widely used in almost every university and educational institute as a source of education, information, and knowledge transfer. It is even regarded as the most preferred and requested language that is taught as a second language in most Arab countries, including Algeria. When learning a new language, including English, the four essential skills must be addressed: listening, reading, speaking, and writing. Speaking is one of the most important skills that must be developed and strengthened in order to communicate effectively. One of the most difficult aspects of language learning is speaking ability, According to Pollard (2008: 34), one of the most difficult aspects for students to master is speaking since they have not had enough exposure to English. Thus, many language learners find it difficult to express themselves effectively in spoken language. They frequently stop talking because they cannot find the right words or phrases, that either causes them psychological problems, they usually rate their success in language learning based on how successful they are In performing their spoken language ability, as well as their teachers evaluate them on this basis. In most high schools, EFL

learners learn English as a major subject, but it is still classified as a foreign language, even if they are ESP students, they still rarely use it as an everyday language to communicate with others both in and out of the classroom. This impedes the second language learning process and can negatively affect foreign language learning feelings of anxiety, especially when learners do not achieve high levels in speaking proficiency. According to McIntyre and Gardner, language courses are the most anxiety-provoking courses for many students, and this feeling of anxiety is known as foreign language anxiety or xenoglossophobia. Foreign language anxiety, according to Young (1999), is the "worry and negative emotional reaction aroused when learning or using a second language." One of the most important factors influencing foreign language learning is xenoglossophobia. People with this condition may find it extremely difficult to be around others who speak languages other than their mother tongue. In this case English is the medium of instruction that received the highest degree of difficulty from non-native speakers. As a result, their anxiety may become so pervasive and unpleasant that they suffer from full-fledged panic attacks, which may only serve to confirm their fear of foreign language.

Aim of the study

This study is carried out to identify the factors that lead to language anxiety and fear of speaking English as a Foreign Language, that is known as "xenoglossophobia". According to EFL teachers ; anxiety is highly common among learners who are in the process of learning English as a second language and who are developing proficiency in communication speaking skills. Besides, this research paper aims to dig deeper into the main results of this phenomenon " Xenoglossophobia". Furthermore, this study investigates techniques that can be deigned to successfully cope with the influence of language anxiety on second year high school students of Foreign languages.

Research problem

The anxiety in oral performance while learning English as a second language is a major topic in this study .One of the most significant barriers that the students face in their process of learning English as a foreign language is the widespread fear of speaking "xenoglossophobia", which is usually the nervousness and shyness of speaking English in various situations, particularly in front of peers in the classroom. This fear is a very prevalent phenomenon among many English language learners due to a variety of reasons including: fear or unwillingness to communicate with others because they are not fluent in English and they do not master it well. Another reason is that learners may had a negative experience in foreign language like being ridiculed by colleagues when they make mistakes. So, they avert communicating with others in English and rely entirely on their mother tongue.

Research questions

This dissertation addresses the following questions:

A. What are the main causes of xeneglossophobia on EFL learners ?

B. What is the impact of xenoglossophobia on language speaking?

C. How to reduce the fear of speaking foreign languages?

Research hypotheses

Based on these questions we hypothesize the following: First, learners are afraid of making grammatical mistakes due to the lack of linguistics balance and they may have the fear of not being understood and judged by others. Second, this phenomenon can lead students to have a psychological problem like difficulty in communication and lack of self confidence. Besides, it impacts the results and educational attainment of the students. Third, EFL Learners should identify and recognize their fear and try to improve their cognitive skills with more listening tasks. Also, talking to foreigners can help them enhance self-confidence. Whereas, the teacher plays an important role in helping students reduce this phobia by constantly motivating them.

Approach used

In our current study we relied on a mixed method approach that is combine the quantitative method and the qualitative method in parallel. we created a study questionnaire (quantitative) and interview (qualitative) to establish how many students are suffering from "xenoglossophobia", or in other words; the anxiety of speaking foreign languages and to measure forieng language anxiety.

Instruments used

To collect data for our dissertation we followed up an effective instruments to facilitate recognizing the factors of fear and anxiety among EFL learners and attempting to reach the results. As well as, suggesting various practical solutions that help to eliminate this problem. In this regard, we used two main tools : a study questionnaire for students and an interview with the school's guidance counselor.

Questionnaire

The first common instrument we used for collecting research data is "case study" includes the instrument "questionnaire". We interrogated "30" students of Second year foreign languages in high school by offering a set of simple and accurate questions classified into three sections: Yes or no questions , multiple choice questions and agreement/disagreement questions.

Interview

In the second hand research data we made an interview with the school's guidance counselor to check whether students have really the fear of speaking English, to find out the sources, the consequences and practical methods to reduce this phenomenon.

1. Section One: Speaking

1.1 Introduction:

The current chapter is divided into three main sections, speaking skill, xenoglossophobia and the theoretical framework. The first section includes basic definitions of speaking skill, its components (grammar, vocabulary, pronunciation and fluency), and the difficulties that face EFL learners in speaking (inhibition, lack of vocabulary, shyness and grammar mistakes) in addition to the importance of this skill. In the second section, we tackle the following: what is anxiety and definition of speaking anxiety. Moreover, we illustrate definitions of xenoglossophobia including the causes (communication apprehension, test -anxiety and fear of negative evaluation), then we figure out the types (trait anxiety, state anxiety and situation-specific anxiety), along with the impact (facilitating anxiety and debilitating anxiety) we address the factors (gender, personality trait and motivation).To end up with the strategies used by both teachers and students to reduce this phenomenon. The final section is about the theoretical framework which includes two main theories: Horwitz theory of (FLCAS) and Krashen's theory of affective filter.

1.2 Definitions of speaking:

Speaking a foreign language has been regarded as the most difficult and complex skill to master (Martinez Flor,Uso Juan and Soler, 2006; Nunan, 2003; Zhang, 2009). It is obvious that before writing and reading, humans began to speak for a range of purposes in order to communicate with each other. Speaking is considered as one of the hardest skills that most language learners tend to master in terms of communicating appropriately in different situations. However, students keep struggling with using and speaking the language fluently. Most experts defined the term "speaking" from different point of views as follows:

- Speaking is the most ancient and universal way for humans to express their thoughts and feelings widdowson (1998:5).
- According to Brown (1994:1) speaking is the process of gathering, producing and processing the data to be valid information and delivered as effective communication.
- According to Ladouse (1990) speaking is the person's ability to express a series of feelings, thoughts, ideas and actions in specific situation using specific words.
- According to Harmer's definition, "the ability to speak fluently presupposed not only by knowledge of language features but also the ability to process information and language on the spot" (2001, p. 69). From his definition we conclude that, to make a learner a good performer, the speaker's mastery of the second language (SL) should be characterized by how well he or she is able to use this language rather than what he knows about it.
- Chaney (1998) described speaking as "the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts".

  As a result, the speaker must be specific in selecting the appropriate language and be more fluent to allow the listener build a clear understanding of his message's intention.
- "Spoken language allows us to produce a sequence of vocal sounds; in such a way another person can reconstruct from those sounds a useful approximation to one original meaning" (Broughton,1980:7) Hence, students must interact with their classmates and teachers by using the target language (TL) to be competently able to speak and become sufficiently proficient.

1.3 Speaking components:

Grammar, vocabulary, pronunciation and fluency are the most common components of speaking that any learner must understand and master to speak the language properly.

1.3.1 **Grammar:**

“Grammar is the rule that says how words are combined, arranged, and changed to show different meaning (Michael Swan: xxiii)”. This explanation leads us to the conclusion that language and grammar are inextricably linked. Grammar must be given complete attention by EFL students in both writing and speaking. The learner should be able to apply grammar rules while speaking, implying that the speaker must be grammatically competent.

1.3.2 **Vocabulary:**

As British linguists David A. Wilkins eloquently said: "without grammar, very little can be conveyed; without vocabulary nothing can be conveyed". This saying shows that when it comes to a person's ability to communicate in a foreign language, vocabulary is the most crucial component since picking the right words when speaking makes you a better communicator. Limited vocabulary, on the other hand, is a barrier that stops students from properly communicating by limiting them from expressing their thoughts and ideas in an appropriate manner.

1.3.3 **Pronunciation:**

D. P. Harris states “pronunciation is including the segmental features vowels, consonants, stress, and intonation pattern”.
The above sentence indicates that the quality of speech can be seen in the production of each word and its proper pronunciation. Therefore, English speakers should be

careful not to get confused with other speakers. As a result, pronunciation is a vital goal to be reached in speaking skill.

1.3.4 **Fluency:**

Fluency in Latin is "flow" or "fluidity". In this regard, according to Hughes (2002) fluency is “the ability to express oneself in
Clear, reasonable and accurate method without much hesitation, otherwise the communication will collapse because listeners will lose interest.”The preceding definition is critical because it demonstrates the strong relationship between fluency and accuracy. Fluency is associated with more than smoothness and speed in speech production; it is also associated with accuracy and the ability to present information in an understandable manner. As a result, we can conclude that good oral language is distinguished by the speaker's ability to produce words that are supported by correct grammar and a large vocabulary.

1.4 The importance of speaking:

In learning any language speaking would be given more focus similar with English (Irtatik, 2009). Speaking is an important and necessary resource for language learning Because it allows learners experience, perceive, practice, and learn new language, also communicating and expressing meaning and ideas in any language.

- Baker and Westrup (2003) stated that, speaking the English language is one of the most vital talents that the individual needs to acquire after graduating due to its great importance in the professional life. In the same context, Nur Ilianis and Mohamed Jafre stated in their work that a good speaker of this language is more qualified than others for employment and thus to communicate in the marketplace (2016, p3).
- According to the Association of American Colleges and Universities, Speaking is one of the core skills classified in the category of intellectual and practical skills, because it is seen as a creative employability for all job seekers, the

United States applies speaking to all majors and occupations. (Rockler-Gladen, 2009; United States Department of Labor, 2000)

- In the eleventh chapter of Grapsy's book "Speaking with Confidence," it is stated that while most students are afraid of public speaking, the more they immerse themselves in speaking activities, the more they gain experience that allows them to speak fluently and boosts their self-confidence.
- According to Brown and Yuke (1983), speaking is the most important skill for acquiring foreign or second language learning. Speaking is regarded as the primary expertise in mastering a foreign language among the four key language abilities.

1.5 Difficulties faced EFL learners in speaking :

EFL learners require speaking skills in order to communicate, practice and comprehend others. However, they face several difficulties in process of learning a foreign language which are caused by a variety of factors such as: inhibition, lack of vocabulary, shyness and grammar mistakes.

1.5.1 **Inhibition:**

Students avoid initiating eye contact with audience members because they are afraid of being judged, shy or embarrassed. As Ur (2000: 111) states that: “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.” This means, when the teacher do an oral production, students feel stressed in this case, they hope that they will not be called into class to answer a question in which they become the center of attention .

1.5.2 **Lack of vocabulary:**

Thornbury (2005) stated that “spoken language also has a relatively high proportion of words and expression” (p.22). Due to a lack of vocabulary, students are unable to

express themselves in consistent and suitable phrases, resulting in difficulty learning and participating in the language during oral communication activities, which results a knowledge gap.

1.5.3 **Shyness:**

Tang and Schmidt claimed that "shyness is as social withdrawal-related tendencies in social situations reflected by active avoidance and an anxious preoccupation with the self in response to real or imagined social interactions" (2017, p. 1). Shyness can result in cold chills, wobbling, a raised heart rate, a dry mouth, and abdominal ache. All of these characteristics are linked to their apprehension of having to speak in front of their peers, present an idea, or answer to a board activity. They will be nervous in this situation, and their mind will obstruct what they want to say. Because they are afraid that their English is poor or that they have a thick accent, and that they will be misunderstood or judged by their peers.

1.5.4 **Grammar mistakes:**

Jack and Richard (2002:230) defined the term grammar as "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language". Moreover, grammar is a crucial component in both verbal and written language which helps students understand the meaning of sentence.

As Davis and Pearce (2000, p.82) "many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them". However, students frequently prefer to remain silent rather than produce ungrammatical structures of expression since they are afraid of being embarrassed in front of their teachers and classmates. And that's why foreign language learners do not participate in class and communicate successfully though because they are unfamiliar with the

grammatical rules used to convey that language. Moreover, Patterson (2001) states that learners with limited understanding of grammar will have a problem while writing and a struggle to express their thoughts and ideas with others.

2 Section Two : Xeneglossophobia

2.1 Definitions of xenoglossophobia "foreign language anxiety":

The term Xenoglossophobia dates back to Greek where "Xeno" means fear and "glosso" means language. It is also known as forieng language anxiety and it can be defined as specific anxiety that arises when the learner is afraid of speaking the second language; this may have great impact on language performance. Many linguists have defined "language anxiety" from various and distinct perspectives, and the following are some of the most prominent definitions that we have chosen:

- Horwitz et al identify language learning anxiety as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process”. The above sentence means that the anxiety of speaking a foreign language is considered a self-belief by the speaker, as he has a feeling that he is not socially acceptable and that all eyes are directed at him when he speaks a language, and this causes him fear and confusion resulting from his inner feeling and a figment of his imagination.
- According to MacIntyre and Gardner (1994), foreign language anxiety is a feeling of uneasiness and fear related to the four macro skills of listening, learning, reading, and the most important skill is "speaking" that is seen as a hindrance for many students. In short , it is a negative emotional response that a learner has while learning a second language, in which he reacts negatively to a situation such as when he were ashamed or embarrassed in class by one of his classmates.
- Zhang (2001) defined anxiety as the psychological tension experienced by a learner while conducting a learning task. According to this definition, linguistic anxiety is a psychological construct likely caused by the same learner. Either from his beliefs about the foreign language, such as the fact that he thinks it is difficult and has complex terms and that he cannot speak it fluently, or from

his self-perceptions about others (such as teachers, peers, interlocutors...etc) that he will be judged as a futile because he lacks of sufficient knowledge about the foreign language.

- Language anxiety is defined as "the worry and negative emotion aroused when learning and using a second language and is especially relevant in a classroom where self-expression takes place" (Gregersen & MacIntyre, 2014, p. 3). It is thus situation-specific and involves cognitive and affective as well as physical and social dimensions. This description indicates that language anxiety is a concern, as well as unpleasant emotions caused by learning or using a second language, especially when participating or expressing thoughts in front of classmates. As a result, it is linked to a specific environment in which cognitive reactions are simulated
- Spielmann and Radnofsky (2001) highlighted that language anxiety is ''an unstable phenomenon that may be generated by any situation or event and may be perceived differently by each individual experiencing it" (p. 259). It is a dynamic phenomenon that differs from one person to another according to the situation he has had and the experience he lived. It is possible that the person does not necessarily suffer from this phenomenon, but it appears over time due to a situation that left an impression on him, for example: student made a mistake in front of his colleagues, and he received a negative reaction from his teacher. Thus, the student will always avoid communicating with this language.
- Anxiety when associated with leaning a second or foreign language is termed as „second/foreign language anxiety". It is a complex and multidimensional phenomenon (Young, 1991: cited in Onwuegbuzie et al., 1999: 217) this type of linguistic anxiety is multifaceted and involves several dimensions. It is associated with second language learning, when an individual is about to learn a new language for the first time after his mother tongue, he experiences a kind of anxiety that causes him to refuse to use this language with people because his tongue was accustomed in uttering and producing one type of language.

2.2 What is anxiety :

According to Horwitz and Cope (1986, p.125) “is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” This means that foreign language learners are anxious, and they experienced symptoms such as sweating, palpitations, worry, forgetfulness and difficulties in learning the language.

2.3 What is Speaking anxiety :

Trembling voice, sweaty palms, breathing difficulty, dry throat, and temporary memory loss All of these characteristics can be observed in foreign language speakers while speaking in class. Thus, speaking anxiety is defined as the speaker's nervousness during a presentation. Many previous studies of literature have discussed this issue from various perspectives.

In many literary studies, (Horwitz et al., 1986; Young, 1991) were among the researchres who considered Speaking as one of the most anxiety provoking skills for many second language learners.
According to (Hashemi, 2011; as cited by Lababidi, 2016), Oral production is one of the most common sources of anxiety among foreign language students in the classroom, especially in the English class.
In this context, MacIntyre and Sandland (cited in Donley, 1997), add that training courses that require the speaker to speak a foreign language are more prone to stress. In a study similar to Young in 1990, obtaining students' opinions on speaking anxiety reported that students feel extremely anxious when they have to speak a foreign language in front of their peers .

Samuelsson (2011 as cited in Hadziosmanovic, 2012) defined speaking anxiety as the difficulty to speak in front of a group of people. He claimed that speaking anxiety is

classified as a social phobia that nearly 20 percent of the population suffer from it, and It can pose an obstacle to a person whether in his studies or in his life in general .

2.4 The causes of Xenoglossophobia (FLA):

Several studies have been conducted in which speakers are anxious about communicating. Among those researchers were (Daly and Buss, 1984; Richmond and McCroskey, 1988 cited in Daly, 1991) who identified five characteristics of anxiety-provoking situations as follows:

- People become nervous when they realized that someone is judging their performance.
- People's first instinct when confronted with new situations that are unfamiliar to them is to remain silent due to the sense of discomfort.
- People who have had a negative experience while learning a language are most likely to feel anxious because the previous experience instilled in themselves fear and failure.
- People don't prefer to be the center of attention when they find that their competence is low in an activity, especially when it comes to speaking.
- People usually prefer not to participate if they are unsure of how others will judge them.

To be more specific, Anxiety can arise in the process of learning a foreign language in the key skills of it , with the most common finding being that anxiety is more closely linked to the speaking skill.

According to Toth (2008) “communication apprehension, fear of negative evaluation, and test anxiety are all important elements which constitute the construct of foreign language anxiety” (Cited in Elden D. Orbeta, 2013, p. 159).Which means, the three

most common sources of foreign language anxiety are communication apprehension, test anxiety, and fear of negative evaluation.

2.4.1 **Communication apprehension:**

It is a type of oral communication anxiety in which the learner's mind goes blank and he or she is unable to comprehend or produce any sort of speech in front of a group of people. In other words, communicative apprehension is the learner's difficulty in speaking and communicating with others in public or in groups, as well as the difficulty of listening to the spoken message.

- Horwitz and Cope (1986, p. 127) defined communication apprehension as «"a type of shyness characterized by fear or anxiety about communicating with people". Based on this definition, communicative apprehension is the situation where the learner feels shy and uncomfortable while speaking with others, and therefore the learner's failure to convey his thoughts today the listeners, as well as his inability to understand what others are saying due to the effect of fear, and the learner's skepticism about his oral communication skills.
- Communication apprehension, according to McCroskey (1977), it refers to the student's limited proficiency due to the fear of communicating with people and "Stage fright". This occurs when the learner doesn't have the enough amounts of ideas and words to express what is going on in his head. This type of anxiety prevents him from performing successfully.

2.4.2 **Test anxiety:**

Test anxiety is obviously related with test and exams; it can be defined as the worry and fear before or during the exam. Sarason (1984) defines test-anxiety as "the tendency
to view with alarm the consequences of inadequate performance in an evaluative situation"
(cited in Chan Wu, 2004, p. 293). This means that, anxious students frequently

establish unreasonable expectations for originates form of a concern of not performing well and being judged by others. As Hortwitz et al (1986) claimed that test anxiety refers to a form of performance anxiety in which the learner is concerned about failing or performing poorly on a test. In the other hand, oral production was viewed as a threat rather than an opportunity for test-anxious students to improve their communicative and speaking skills. Moreover, this type of learners pushes themselves to achieve the maximum possible score on an exam, otherwise they will be considered as failures (Cited in Dorney, 2001, p.125).

2.4.3 **Fear of negative evaluation:**

Fear of negative evaluation is an extension of the second component of foreign language anxiety as it can arise in any social, evaluative situation, including an interview for a job or speaking in foreign language class (Horwitz et al., 1986: 127) . Watson and Friend (1969) describe this type of anxiety as being concerned about how others will perceive their FL performance. This causes students to avoid evaluative situations since they are afraid that others will assess them negatively.
Furthermore, the teacher or peers may be afraid of negative evaluations based on their reactions and gestures (Shams, 2006, ibid).

2.5 Types of Xenoglossophobia "foreing language anxiety " :

Anxiety is characterized by negative emotions such as exhaustion, frustration, and emotional disorders. It is an emotional state that occurs at a specific point in time and with a specific intensity. It classified into three types: Trait anxiety, state anxiety and situation-specific anxiety:

2.5.1 **Trait anxiety:**

Trait anxiety is defined as a " a constant predisposition to worry." It should be regarded as a personality trait .also according to Pappamihiel (2002, cited in Riasati, 2011: 908)
Trait anxiety is a person's tendency to feel anxious and tense no matter what situation

they are in . In fact, it is a part of one's personality, making it difficult, if not impossible, to get rid of . An anxious person can experience anxiety in a variety of situations, and once anxiety becomes a trait, it will make learning the language more difficult .Moreover, this notion is likely to be related to what (Spielberger, 1983 cited in Kondo, 2009: 130) .It states that trait anxiety is defined as an individual's proclivity to be concerned in any situation.

2.5.2 **State anxiety:**

According to Spielberger (1983, p.5), state anxiety is a palpable reaction or process that occurs at a specific level of intensity. Furthermore, the more anxious a person is, the more likely he or she will be in a treatment situation. He also mentioned that anxiety implies differences in people's proclivity to respond to stressful situations with varying degrees of state anxiety.

2.5.3 **Situation - specific anxiety:**

Accordingto Hanry Situation anxiety, "refers to the persistent and multifaceted nature of some anxieties; it is triggered by a specific type of situation or event such as public speaking, examination, or class participation." Besides that, anxiety exacerbated by circumstances and events is referred to as situational anxiety .Situation _specific anxiety can be caused by specific situations and events such as speaking skills, exams, or recitations. According to McIntyre and Gardner (1988) , situation anxiety is a distinct form that occurs invariably over time within a given situation. It is closely related to specific situations that differ from one another. However, it is consistent over time. Anxiety is opposed to trait anxiety because trait anxiety is a stable trait caused by all circumstances. Anxiety is a general state of mind. Situation anxiety, on the other hand, is linked to specific conditions ، Anxiety: refers to the prevalence and complication of some anxieties (MacIntyre & Gardner, 1991a: cited in 2001: 113) It is triggered by a specific situation or event, such as public speaking, class participation or exams. (Ellis, 1994: 480) Situation specific anxiety, also it is

defined by (Spielberger, 1983) as an individual tendency to be anxious in a specific time and situation. Situation anxiety can be thought of as a subcategory of trait anxiety that occurs itself in a specific context. As a result, language anxiety can be classified as situational anxiety.

2.6 The Impact of xenoglossophobia in learning a foreign language :

Kleinmann splitted anxiety into two basic constructs in 1970: facilitating anxiety and debilitating anxiety (Scovel, 1991), with the former being a resource to performance and the latter being detrimental to performance (cited in Rebecca, 2011, p.66).

2.6.1 **Facilitating anxiety:**

language anxiety is commonly thought of as a negative aspect that should be avoided. Other experts believe it can be viewed as a potentially useful component for language learners.According to Scovel (1978), facilitating-anxiety keeps the learner motivated and ‘fight’ the new information and pushing them to do more efforts to reduce the negative impact of anxiety (cited in Ellis, 1994, p.) this means that it has a good impact on student's learning processes since it motivates them to strive and enhance their public speaking skills and keeps them aware of what will happen with their foreign language performance. Brown (2000) claims that: facilitative anxiety is one of the beneficial keys that lead to success closely related to competitiveness. And as Bailey (1983) , based upon her study on competitiveness and anxiety in second language learning indicated facilitative anxiety was a key element of success for language learners .this means that this type has a favorable impact on language learning. Furthermore, this form of anxiety on the other hand perceived the challenges and difficulties as challenges rather than threats.

2.6.2 **Debilitating anxiety:**

Things cannot be done perfectly without a certain amount of anxiety. However, excessive anxiety stifles and impedes learning and preventing better results .Eherman

(1996) stated, “Debilitating anxiety inhibits learning” (cited inTakayuki, 2008, p.13) Horwitz et al. (1986) asserted that Anxiety in the classroom has a crippling effect on students' language learning and performance .This implies that this type of anxiety is concentrate and has a negative impact on learners' speaking performance . According to Moyer (2008, p.6), Debilitating Anxiety is associated with decreased problem-solving (behavior that addresses the stressor and improves performance) and higher academic exam scores .

2.7 Factors related to xenoglossophobia:

Studies have found that there are several factors that affect foreign language learning and hinder the learner's abilities. So, most of the learners become anxious. However, this can vary from one person to another depends on his gender, age, personality, language proficiency, and enthusiasm. Among these factors are mentioned: gender, , personality traits and motivation in FLA contexts .

2.7.1 **Gender:**

Gender has been identified as one of the necessary affective factors that Play a specificant role in second language acquisition and influence the learning process, according to a study conducted by Zoghi and al (2013). They also claim that females and males have fundamentally different cognitive abilities and learning styles. Zafar and Meenakshi (2012) stated in another prescriptive that gender is one of the factors that have a significant influence on the learner's individual differences. In a study initiated by (Bensoussan & Zeidner, 1989; Abu-Rabia, 2004), during the process of studying a forieng language, female students have experienced the highest level of anxiety more than males students. In this context other researchers like (Elkhafaiti, 2005; Koul, Roy Kaewkuekool, & Ploisawaschai, 2009; Park & French, 2013; Thompson, 2015; Dewaele et al) add, Higher levels of Forieng language anxiety are founded at females more than males. (Defluef, 2005) stated that Females are subjective; they are innately programmed to use more feelings and emotions in

expressing themselves. In contrast to males, they are objective and tend to use more thinking and rely completely on cognitive abilities. In support of this saying, Abu Rabia (2004), through a study he undertook in a Jewish school through which he showed that, since females are open they express their feelings of anxiety easily. Whilst, males are not open and they don't reveal their feelings of experiencing anxiety in the process of learning the second language. Campbell and Shaw (1994) have been reported that in the classroom settings, males felt higher FLA than females. In an Arabic study conducted by Elkhafaifi (2005), in studying Arabic as a forieng language they concluded that females experience greater anxiety in FL than males. Similarly, in a Japanese language setting, Machida (2001) reported higher levels of FLA for women compared to men. Another study was done to me investigate anxiety among learners, Ezzi (2012) conducted her study in Yemen in Hodeidah University, it included 163 participants of students from the third year by using Foreign Language Classroom Anxiety Scale, and they reach the results that male students experience lower anxiety than males.

2.7.2 **Personality:**

Each learner is distinct, and two students do not possess the same set of skills or knowledge. Accordingly, (Edge 1993, p. 9) states that each one differs from the other either in personality or learning style". Learners on the other hand, are naturally impacted by their social environment, which might have a detrimental impact on their views toward foreign language study. Personality traits “summarize a person’s typical behavior” (Pervin & Cervone 2010, p. 229) for this purpose, Students' personalities are classified into two types introverts and extraverts.

According to Cheng, Horwitz and Shallert (1999), “anxiety is said to be strongly associated with low self-confidence and with introversion. Introverts tend to have higher anxiety levels than extroverts and take longer to retrieve information” (cited in Stella Hurd).Megan MacCutcheon, LPC, further explains that “people sometimes assume introverts always have social anxiety or dislike being around others while

extroverts are always loud, aggressive, and boisterous." The meaning of the above sentences is that introvert students are shy and worried people who are less likely to participate in class because they prefer to assimilate information by thinking about it alone rather than share it with others. However, they are more likely to speak up in class once they have thought about an idea and how they will convey it and how to present in front of class members. Furthermore, they prefer to concentrate on themselves and in their own world rather than what is going on around them and they dislike being in groups discussions and having many friends.

In the other hand, Extraverts are defined as "sociable, outgoing, gregarious, and talkative". On the contrary, introverts are defined as "reserved, quiet and unassertive" (Furnham & Heaven, 1998, p. 325). Extroverts are sociable people who dislike working alone but they enjoy studying in large group members who require social interactions where they can exchange their ideas and information. According to Myer (1995), who defined extraverts as: The after thinkers, they cannot understand life until they have lived it. Their attitude is relaxed and confident, they expect the waters to prove shallow, and plunge readily into new and untried experiences. Minds outwardly directed, interest and attention following objective happenings, primarily those of the immediate environment. Their real world therefore is the outer world of people and things. (p. 77). They focus on the external world and what is happening around them and they like being the center of attention. Moreover, other researchers have discovered that extraverted and introverted learners do not learn the same way because each one have a learning style that makes him/her feel completely comfortable. As a result Pritchard (2009) ,emphasizes the importance of learners being aware of their own unique learning style and taking advantage of opportunities to develop it.

2.7.3 **Motivation:**

One of the most difficult problems in teaching and learning a second language is defining and applying the concept of motivation in the classroom. According to

Crookes and Schimts (in Norris, 2001: 2) , "Motivation has been identified as the learners' orientation with the regards to the goal of learning a second language."

Motivation is a widely used concept that is frequently associated with factors influencing energy and attitude factor behavior such as value, attitude, ambition, need, and motivation .The latter is composed of four components: stressful behavior, a desire to achieve a goal, and preferred attitudes toward activity and goal. Gardner (1985: 50-51) . He also added that motivation is the combination of effort plus desire to achieve the objective of language learning plus positive attitudes toward language learning (Gardner 1985a, p. 10)^

2.8 How to reduce xenoglossophobia:

Since anxiety is one of the main factors preventing students from achieving their educational goals, they must do their possibilities to mitigate its effects. There are many effective anxiety management techniques and resources that students can use to manage stress, change certain behaviors, and work alongside their teachers.In addition, the researchers found several strategies that might be helpful for students to enhance their independence and face difficulties during language learning processes. They also suggested that the teacher use additional tactics, such as acting as a guide, motivator, or even a psychotherapist, to help his students comprehend and overcome their worries and nervousness in oral classes.

2.8.1 **Strategies used by learners to reduce xenoglossophobia:**

2.8.1.1 Practice and Preparation:

According to Kanar (2011), preparation and practices are the keys to feeling confident about giving a speech or presentation. (p.293). As a result, the learner needs to deal with his anxiety during the oral presentation, so he should prepare and practice since, it is an effective way to reduce the level of stress, at least once before

it is presented. It should also be practiced in a similar environment where he is going to present in front of his classmates using the foreign language.

2.8.1.2 Positive Self-Talk:

According to Young (1991), positive self-talk is a strategy which anxious students use to help themselves. For example, “I can handle this .... Just relax. .. Take a deep slow breath and I'll start as i rehearsed it.” (p.431). The above quote explains that positive self-talk is the things that make you feel good about yourself and about the things that happen to you. It's like having an optimistic voice in your head which always keeps you motivated.

2.8.1.3 Relaxation techniques:

Tseng (2012, p: 75), suggested that Relaxation is the key to turning worried energy into positive energy by following certain basic measures during the class, such as seating in a suitable and straight position, taking slow and deep breaths, stretching, and doing some muscle relaxation exercises. They can also relax by forgetting everything and repeating phrases like “I am in peace,” “I am fine and comfortable,” “I can do my job quickly,” etc. As a result, students should use at least these techniques to control their anxiety while speaking.

2.8.1.4 minimizing fear of making mistakes:

According to Bassett (1985), “mistakes are opportunities for growth nothing more” (pp.3-9), which means fear of making mistakes can be powerful thing that can help learners to improve performance. However, the exaggerated fear causes many problems that is why learners must know how to control their fears because it can lower their self confidence. In addition, they must recognize that making mistakes is a normal part of the human nature.

2.8.2 **Strategies used by instructors to reduce learners' xenoglossophobia:**

Teachers are crucial in assisting students in overcoming their fear of public speaking. they should follow certain guidelines to lower student speaking levels due to the major impact of speaking anxiety on students' learning and speaking performance.

2.8.2.1 Creating a relaxed classroom:

Learning a second language is one of the most demanding courses for students, thus creating a relaxing environment in foreign language classrooms is one of the most essential ways for reducing stress. Dorneiy (2001).In order to communicate in a foreign language providing a comfortable study environment serves as a key stimulating tool to ease learners' anxiety and tension. Because minimizing student fear is the most crucial thing to achieve in order to get good outcomes in second language sessions, this is considered one of the teacher's objectives. This can be accomplished in a variety of ways, such as allowing students to use less-than-perfect language performance Jane Arnold (1999, p.67). Also he claims that, the teacher should use music, games, humors and entertainment in the classroom to encourage his students to relax.

2.8.2.2 Teacher- Student Relationship:

Several studies have shown that building a positive teacher student relationship is an important part of teaching a foreign language; it can have a favorable impact on the classroom climate and hence student performance. According to Bianta (1999), "teachers-child relationships influence Children competencies with the peers in the classroom" (p. 69). Which means that the psychological bond between teacher and student is strong. It gives learners a sense of safety in the classroom, which reduces anxiety and helps them achieve higher levels of success. Furthermore, students who had a stronger bond with their professors performed better academically than those

who did not. As a result, developing a favorable teacher-student relationship may assist them in reducing fear while speaking.

2.8.2.3 Varying Speaking Activities:

Teachers can use another method which is varying speaking exercises in order to assist students feel at ease in foreign language classrooms, particularly in speaking sessions.

Selecting the appropriate activities is critical since it will assist learners in reducing their nervousness. Teamwork, which can be a successful technique of student motivation, information gaps, and gaming activities are examples of activities that should focus on students' interests and be suited to their competency. to improve their motivation and self-esteem. Furthermore, giving an oral presentation might be a useful speaking practice for reducing students' foreign language fear.

3 Section Three: The theoretical framework

The theoretical framework of this dissertation is based on Three fundamental theories introduced in the hollow of acquiring the second language and since Foreign language acquisition is the focus of our research, the first theory we followed is Horwitz and Cope's theory of FLA. This theory is known as the Foreign Language Classroom Anxiety Scale (FLCAS), it is a measurement tool that assesses students' self-reports regarding anxiety. In addition to the above theory, we relied on SLA theory developed by Stephen Krashen, specifically the Affective Filter Hypothesis, which states that anxiety serves as a "Filter" that hinders the second language learning. This ultimate section provides a brief overview about the components of the theoretical framework.

3.1 Foreign Language Classroom Anxiety Scale:

Horwitz and cope's theory of FLA was the first emphasis the nature of the FLA and it has been widely used by a number of researchers in the field. The (FLCAS) is an abbreviation used by Horwitz in 1986 to refer to "foreign language classroom anxiety" in the foreign language University of Texas, at Austin. This scale is designed to measure the level of FLA in classroom settings; it is a questionnaire that consists of 33 items scored on a five point Likert scale. The study questionnaire has answers ranging from "strongly agree" to "strongly disagree" and the scores are from 33 to 132, so the process is done by summing the score of each item .The participants are divided into two groups and the one who got the highest scores is the more anxious. Based on student's reports, approximately most of them described their tenseness, trembling, perspiring and palpitation in speaking activities. Considering the results, findings show that the low anxious group scored more than the high anxious group and they also achieve the highest grades. Back to our study, the idea of the questionnaire is based on the above mentioned theory; the only different thing is that we create 17 questions divided into four categories presented to 30 informants. And for instance the nine other questions are given to the educational consultant to the high school where we set up our study.

3.2 The Affective Filter Hypothesis:

In the following theory, the Foreign language acquisition concept is primarily related to an individual's Affective filter, as proposed by Burt and Dulay (1977) and later incorporated by Krashen (1985), who described it as a number of negative emotional variables, Such as: Lack of motivation, lack of self-confidence and anxiety that influence the success of second language acquisition and makes it more difficult to occur when they are elevated. In this essence, the affective filter acts like an imaginary wall that is formed in the brain and limits the learner's amount of input they process and acquire, thus blocks cognition. In opposition, when the affective filter is lowered, language acquisition occurs easily and it highers the feeling of

safety. Briefly, the filter serves as an important psychological function by facilitating or impeding input processing and reception during L2 acquisition. Consequently, students with high anxiety receive less input and those with low anxiety receive more input. The inferred relationship between Krashen's theory and our study is that there are several factors, including the professor's motivation, soften the atmosphere, make it enjoyable and encourage students to use positive self talk are greatly helped EFL learners to reduce xenoglossophobia .Thus to say, the teacher should make an effort to keep the affective filter law, so that students can speak the English language more easily with fewer setbacks.

4 Conclusion:

To summarize, many researchers and intellectuals have investigated foreign language anxiety from various perspectives. This chapter focused on xenoglossophobia including the reasons that make it arise, its multiplicity of types, its positive and negative impact, the factors associated with FLA and we concluded with strategies to reduce the occurrence of anxiety.

1 Introduction:

This chapter aims to investigate the impact of xenoglossophobia on speaking in EFL learners. The study focused on second-year secondary students in the foreign languages at Ouamri high school "Boussila Maammar". The statistical analysis of the findings is the focus of this chapter. It includes the method chosen for the research, the sample, the research design and the instruments required to complete the study.

2 The Students' Questionnaire:

2.1 Sample of the Study:

In order to get answers for our questionnaire, we worked with thirty (30) students from second year in Boussila Maammar high school, foreign languages. This coincidence is consistent with the fact that they choose this major out of passion, so if they choose one of the foreign languages in the coming years, they should be aware of the concept of anxiety and its impact on their performance.

2.2 Questionnaire Description:

The student questionnaire begins with a brief explanation of the study's purpose. Up to 17 questions ranging from yes or no to multiple-choice and open-ended. As "basic information," the goal is to learn about his desire to study English. While "learning process anxiety" is to learn about anxiety's function in the learning process. Also, "Anxiety and Learner Oral Performance" seeks to understand the impact of foreign language anxiety on students' oral performance. Furthermore, the «reasons for concern of learners' oral performance" tries to uncover the reasons for learners' fear of speaking foreign languages. Finally, "Reducing anxiety over learners' oral performance" seeks solutions by implementing appropriate ways to help students reduce their fear of speaking.

2.3 The Analysis of Students' Questionnaire:

Question 01

Gender	N.of student	Percent
Male	5	17%
Female	25	83%
Total	30	100%

Table I: Participant's gender

The totale above indicates the gender of students, their numbers, the percentage and the total of both of them, as the totale number of student is 30 devided into 25 females which corresponds 83% and the number of males is 5 which corresponds 17% .from this chart , we obtained that females are more interested in learning foreign languages than males.

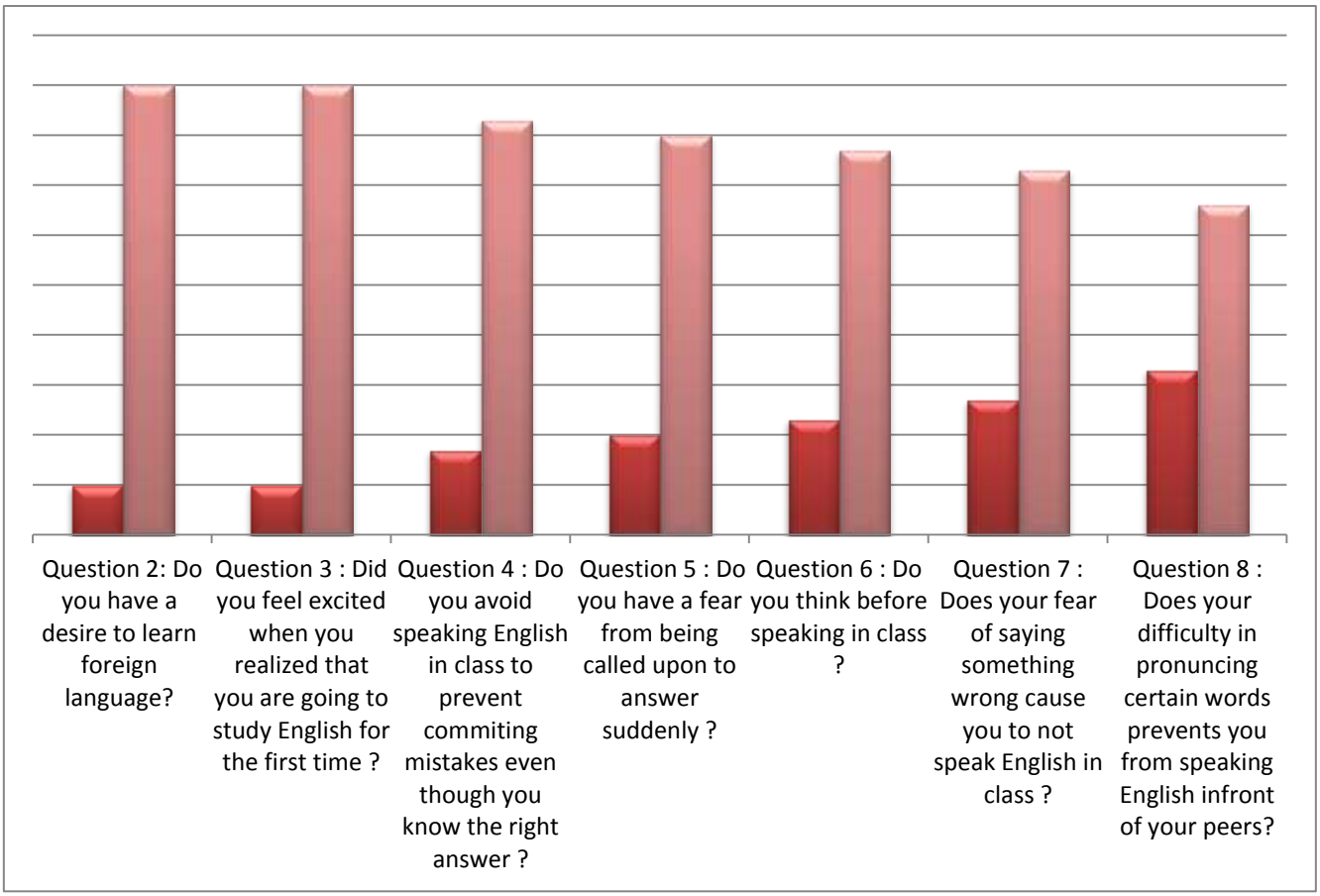


Table II: Student's perception about their fear of speaking English in front of people.

Question 2

- Do You have a desire to Learn foreign languages ?

The statistics display that 90% of the students who participated in the study questionnaire have a desire to learn foreign languages due to their passion to go through this major. While 10% of the participants do not. We notice that the numbers of students who have a desire to learn foreign languages are more than the ones who have not. Accordingly, those who have a desire to learn foreign languages was their personal choice while, those who had no desire their low average obliged them to chose this major.

Question 3

- Did you feel excited when you realized that you are going to study English for the first time ?

In this question, most of the students making up of 90% consided that they were excited studying English for the first time . Whereas, some of them making up of 10% were not that much excited and they were in their normal state.

Question 4

- Do you avoid speaking English in class to prevent commiting mistakes even though you know the right answer ?

Through the answers got to this question, we found that 83% of students avoid speaking in a foreign language because they are afraid of making verbal mistakes despite knowing the answer. In the other hand, we found that only 17% of them do not do this. From this, we conclude that those who know the answer have a fear of being laughed at due to their lack of self confidence.

Question 5

- Do you have a fear from being called upon to answer suddenly ?

Based on the analysis of this question, we found that 80% of students in class were afraid that the teacher will suddenly called them to answer a question in a language other than their mother tongue. Small percentage of students estimated at 20% have no problem being called out suddenly. To sum up, the majority (80%) feel stressed because they do bit find the appropriate vocabulary to answer.

Question 6

- Do you think before speaking in class ?

According to the findings, 77% of the participants think before speaking in class, they feel that they must be fully prepared before giving any speech, presentation or even a simple response to a question. However, 23% of students would rather talk freely without thinking. As a result, the 77% required to make a plan or pep-talk before using a foreign language.

Question 7

- Does your fear of saying something wrong cause you to not speak English in class ?

The findings show that 73% of responders believe that saying something wrong during the lesson impulse them not to talk in class since they will be in a spot light and evaluated by their classmates. Besides, 27% of students believe that it is possible to commit mistakes throughout the leaning process because they conceive that expressing the idea is the most important concern.

Question 8

- Does your difficulty in pronuncing certain words prevents you from speaking English in front of your peers ?

As shown in this study 66% of the informants do not speak foreign language in class due to the difficulty of pronouncing some words in English that makes their tongues get stiff so they usually remain silent. Otherwise, I 33% of them do not suffer from this problem . Based on this we conclude that most of the learners miss pronounced certain words because their excessive nervous from speaking in front of colleagues. Therefore, they find that silence is the best solution ever.

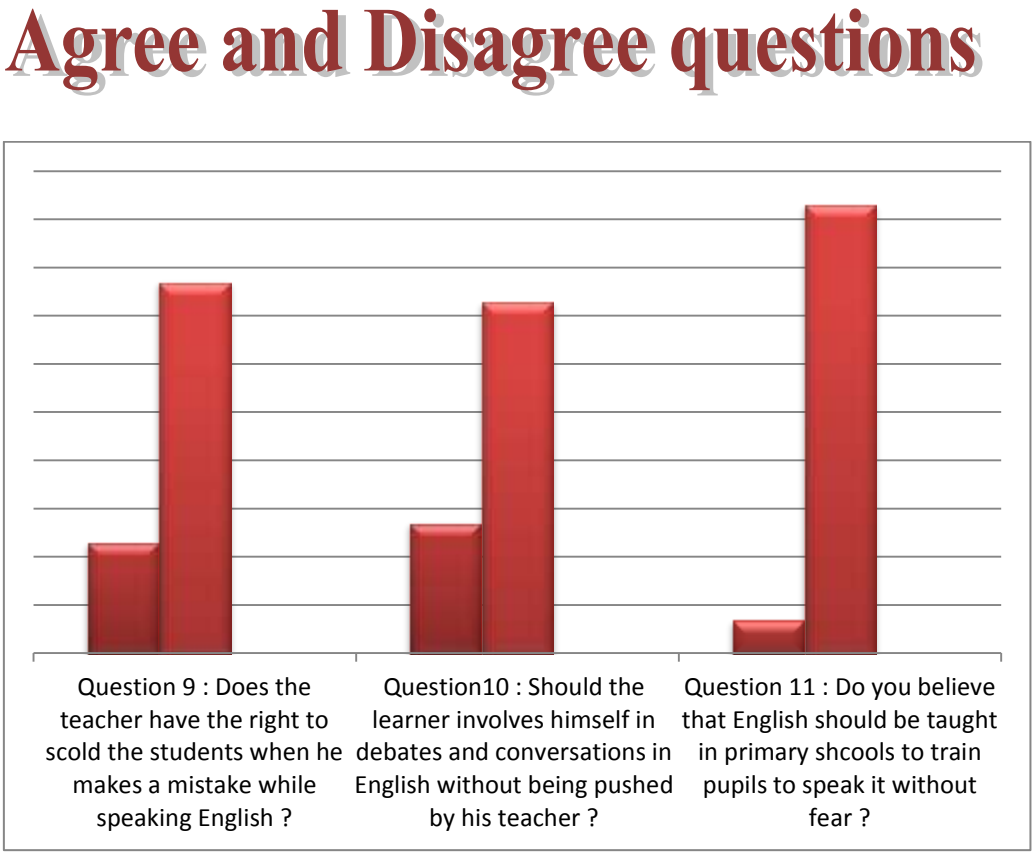


Table III : Student's perception about eliminating the anxiety of making mistakes through engaging in conversations .

Question 9

- Does the teacher have the right to scold the students when he makes a mistake while speaking English ?

To the question that does the teacher have the right to scold his students when making a mistake while speaking English. 77% replied that the teacher does not have the right to berate his student .so an Oedipus may develop at the learner which makes him/her not to participate again. Unlike, 23% they conceive that the teacher has the right to scold his/her student to let them aware that they should make less mistakes. We deduce that, most of the students want their teachers to encourage and motivate them when they utters wrong sentences or terms.

Question 10

- Should the learner involves himself in debates and conversations in English without being pushed by his teacher ?

73% of the students supported the idea of engaging in conversations and debates without being pushed by the teacher, they prefer to be volunteers. This is to reduce the fear of public speaking and enhance self-confidence. In contrast to the majority, 27% who did not support the idea and stated that they should be under pressure to participate.

Question 11

- Do you believe that English should be taught in primary schools to train pupils to speak it without fear ?

According to the graphs 93% of learners stated that the English language should be taught in primary schools to train pupils speak it accurately. Thus, the process of learning becomes easier for them in the next stages. As well as, this can greatly reduce their shyness and anxiety and make them fluent. As opposed to 7% of them

disagree about teaching English in primary schools and perhaps adding new language makes them confused and mixed between the two languages "French" and "English"

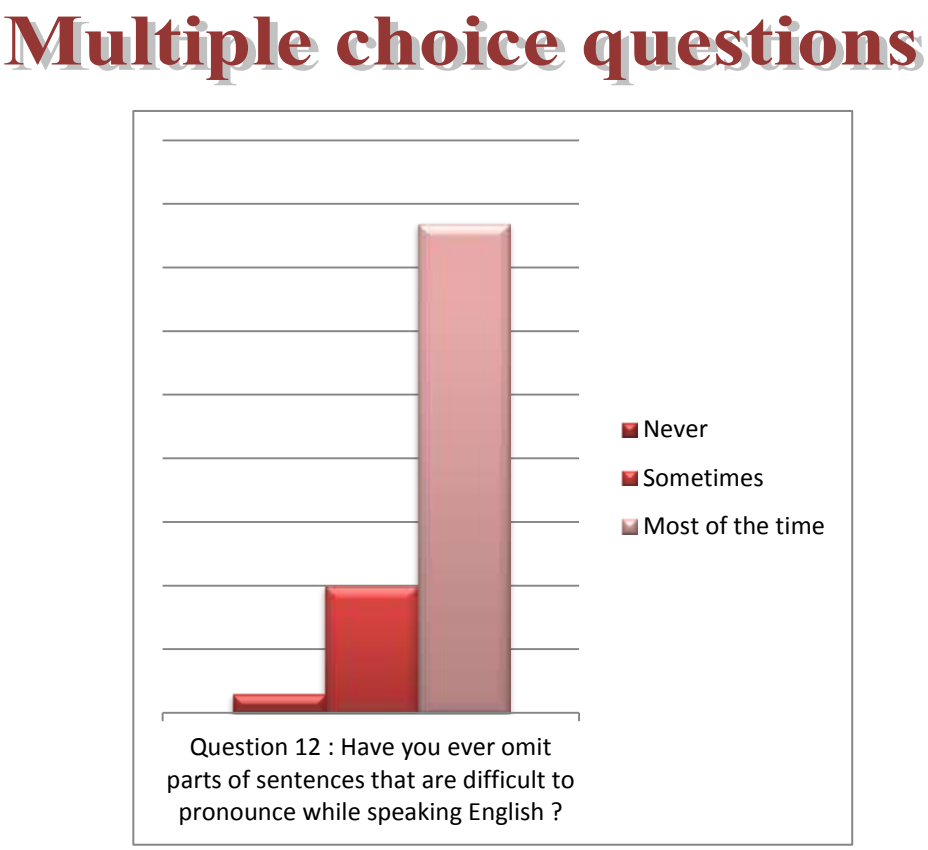


Table IV : : Student's opinion about omitting the difficult pronounced sentences in speech.

Question 12

- Have you ever omit parts of sentences that are difficult to pronounce while speaking English ?

The findings above show that the number of students who most of the time omit parts of sentences that are difficult to pronounce while speaking English are 77% more than the number of 20% who sometimes do that and opposed to 3% who never do that. So, we may deduce from this that the majority of students omit the part of the sentence that they find it difficult to pronounce in order to complete the conversation quickly and avoid drawing the attention of the audience throughout the speech.

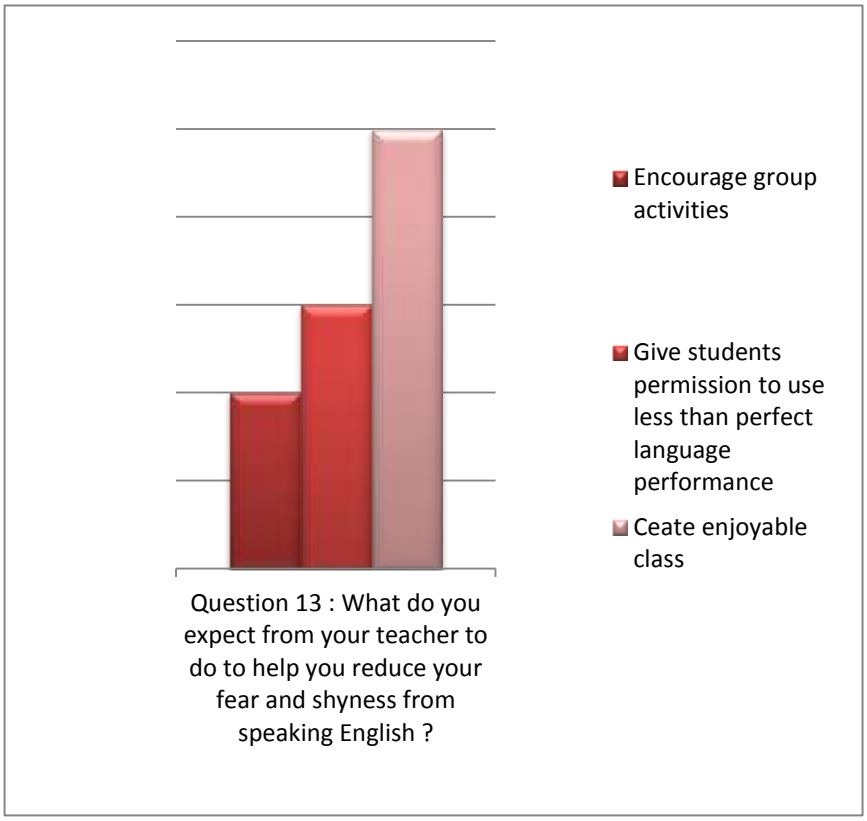


Table V : Participant's opinions about the strategies that the teacher should use to reduce their anxiety.

Question 13

- What do you expect from your teacher to do to help you reduce your fear and shyness from speaking English ?

The statistics clarify that the number of students who choose creating an enjoyable classroom atmosphere as a strategy used by the teacher to reduce their anxiety and shyness from speaking English are 50% .while, those who stated that when the teacher gives them the permission to use less than perfect language performance are 30% .lastely, 20% choose encourage group activities. According to the result above, the most effective method used by the teacher to minimize student's fear of speaking English is creating an enjoyable classroom atmosphere. Consequently, the teacher has a significant influence on his/her students and plays a crucial role in reducing fear and shyness from speaking English.

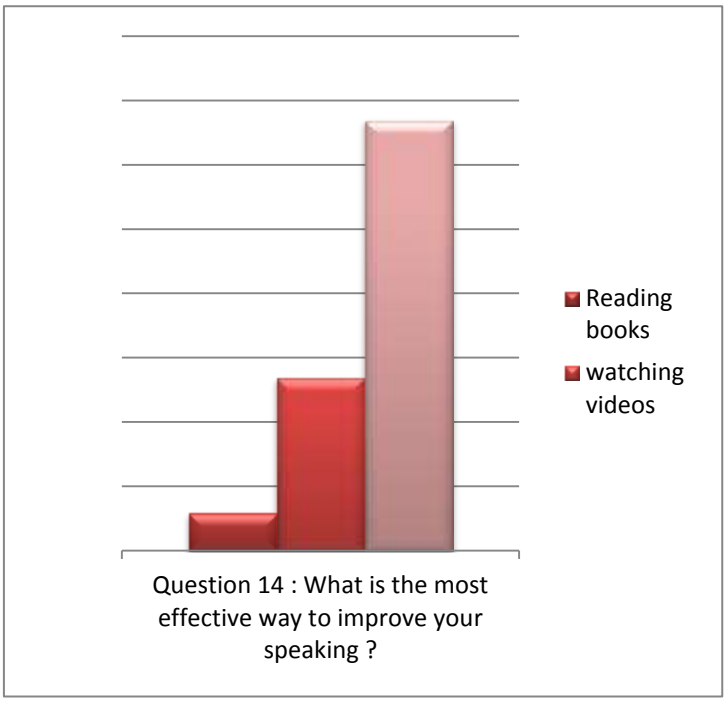


Table VI : Student's opinions about the most effective way to improve their speaking.

Question 14

- What is the most effective way to improve your speaking ?

In another question about the most effective way to improve your English speaking skills, 67% of responders said that practice speaking everyday helps students develop and become a good speakers as it is well knowed "practice makes perfect " less than 27% of them praised that watching videos helps them improve their speaking skill because it provides them with both audio and visual recitations. As long as the two receptive skills of speaking and listening are closely related to each other . In the third category, 6% stated that reading books improve the individual's linguistic balance and provide them with new vocabulary so, they will find the appropriate words while speaking.

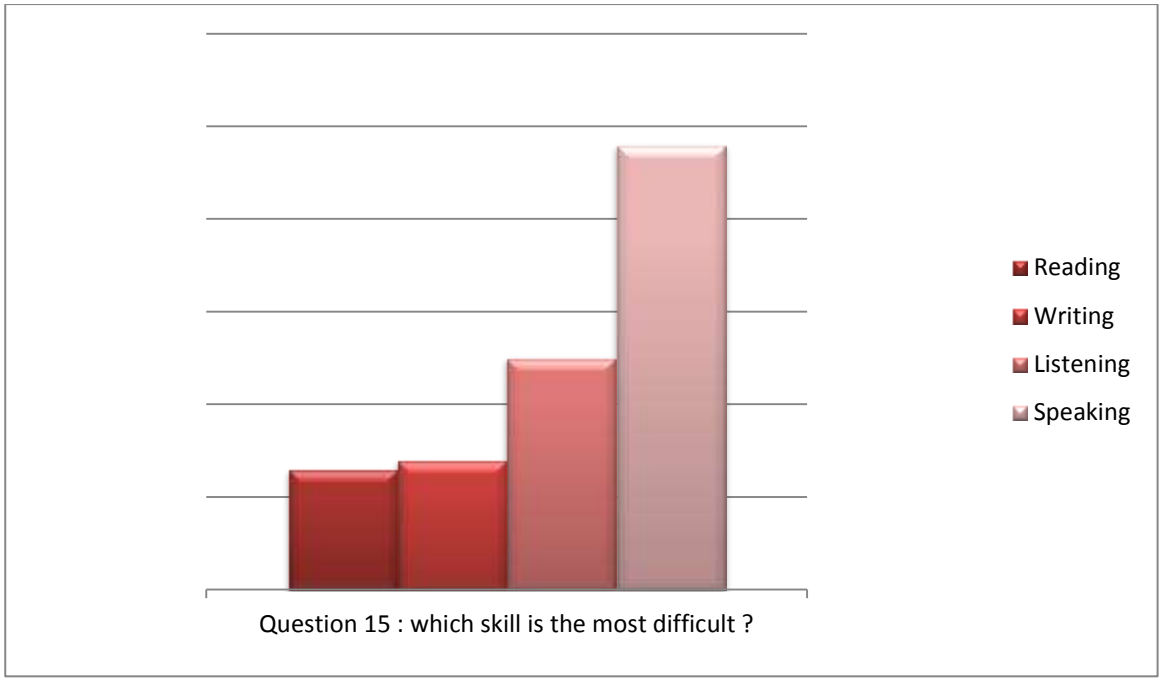


Table VII : Participant's opinion about the most difficult skill in learning English as a foreign language.

Question 15

- Which skill is the most difficult ?

According to the statistics above, 48% of studies reported that speaking is their most difficult skill because the majority of them forget the words when they are required to speak and feel as if their brains are blocked and being unable to remember even the most basic terms. The second category consists of 25% approved that the listening skill is the most difficult since the listener does not often pick up the words that the speaker utter, especially if he is a foreigner. The following two skills reading and writing recorded close proportions 13% and 14% , the two skills are interrelated. So a person who reads a lot can write well and vice versa. From this we conclude that, speaking skill is the biggest obstacle for the majority of learners.



Table VIII : Student's opinion about their participation in class.

Question 16

- Do you push your colleagues to answer instead of you in a team work ?

According to the results above, the majority of participants always preferred to push their colleagues to answer instead of them in a team work which corresponds 53% because they get used to rely on their colleagues to answer most of the questions. While, 23% of respondants sometimes do that. Nearly 17% said that they rarely do that. Lastely, the minority of students making up of 7% have a high level of self confidence so they like to express themselves and do not push others to answer instead of them.

Open ended question

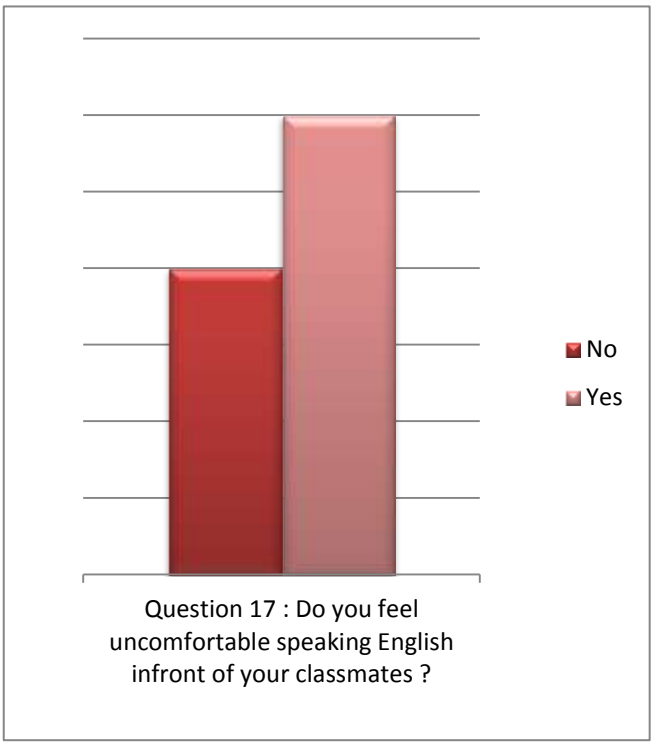


Table IX : Student's feeling while speaking English in class.

Question 17

- Do you feel uncomfortable speaking English ?

In the above graphs 60% of the participants said that they feel uncomfortable while speaking English in front of classmates. While, 40% of them said "no" because they get used to public speaking .

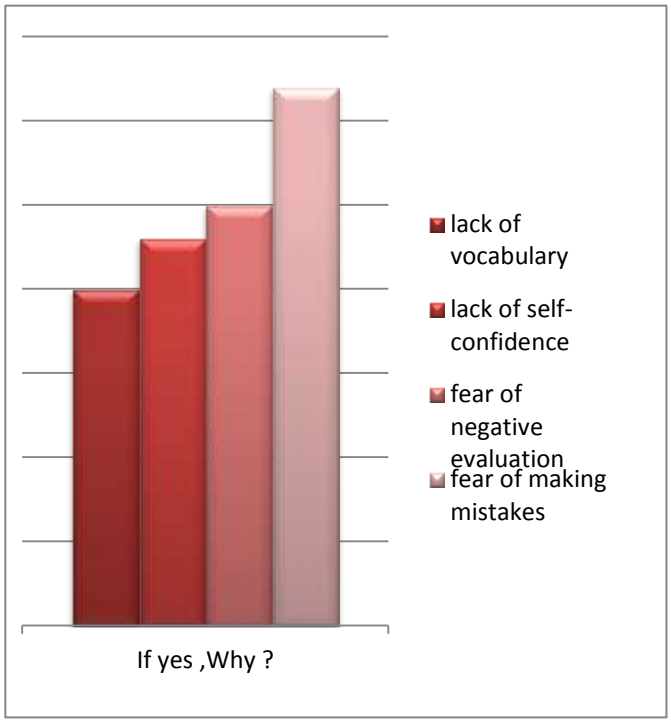


Table X : : Participant's perception about the causes of anxiety.

From the column chart mentioned above, we discussed the reasons that make students feel uncomfortable while speaking English in front of their classmates. We figured out that 32% of students feel anxious because of fear of making mistakes during their oral performance, they believe that other students may criticize their speaking abilities. Therefore, they hesitate to speak in front of them and make mistakes . 25% of participants feel uncomfortable due to the negative evaluation. 23% of them find out that they feel anxious because they lack self confidence. 20% of informants affirmed that lack of vocabulary prevent them from speaking because they often find difficulties when they try to express what they want to say, they will find themselves struggling with their limited words and this limitation of vocabulary affects the amount of their participation in speaking activities.

3 The counselor's interview:

3.1 Sample of the study:

The interview is administrated to the school educational counselor at Boussila Maamer high school at Ouamri. It was based on the consideration that the counselor will help us through her opinion during her career about xenoglossophobia they may observe in students oral performance.

3.2 Interview Description:

The counselor's interview consists of three (3) sections with nine (9) questions. The first section is about "the causes of xenoglossophobia", it aims to obtain information about the main causes that lead to this phenomenon. The second one is about "the consequences of xenoglossophobia", it aims to discover how anxiety affects the learners oral performance. The third one is about "how to reduce xenoglossophobia" and it aims to find some recommendations for students and teachers to eliminate the occurrence of this problem. All the questions tackled are open ended.

- **The analysis of counselor's answers:**

1) According to your experience, what are the main reasons that prevent the learner from speaking English in Class?
   The answer:
   Throughout my experience in this high school, I have found that 90% of applicants have a problem of tension while speaking English in front of people, due to unfamiliarity of everything related to this language,including , vocabulary, writing, grammar, and especially speaking. This is what leads him not to speak, as he does not have the appropriate words to express. Another reason is his fear of making a mistake that pushes his teacher and one of his colleagues to judge his level as weak.
2) Is xenoglossophobia a figment of the learner's imagination or is it a real problem that parents and teachers should be aware of ?
   The answer:

Xenoglossophobia is a real problem, and the teacher must be aware of the seriousness of its impact on his students and seek to examine the problem from its roots in order to reduce the student's tension through his own educational methods. Similarly, parents should help their children overcome stress while speaking from an early age.

3) Does xenoglossophobia have an influence on the learner's academic achievement?

The answer:

Yes, it has great impact If the learner continues in this state, it makes him less confident, less performing, less fluid and less productive in the language, which makes him not have the opportunity to participate in any useful and important oral activity to improve his speaking skills.

4) Does receiving a low grade in English cause students to dislike the subject and being afraid to speak it?

The answer:

Yes, may that has a role in impeding the student's capacity in participating, he feels that he is not capable of speaking this language, because he believes that if he did poorly in writing, he will do poorly in speaking too. As a result, he limits his abilities and judges himself solely through a mark.

5) Do the student's bad experience in a foreign language (berated from the teacher or being laughed at) primarily have the power to blur his personality and prevent him from expressing his internal thought?

The answer:

Certainly, this bad lived experience forms a barrier between him and the expression of his inner sense and his thoughts, so it remains repressed and he does not let it take its course towards words, and also prevents him from expressing his opinion clear. This will negatively affect his personality and become more introverted.

6) How do the teacher and colleagues evaluate the student who suffer from xenoglossophobia?

The answer:

Of course criticism will be more negative.As for his colleagues, they treat him with racism and as if he is not on their level and they are better than him. The professor regards him as a person with weak personality traits and has no English language abilities that would allow him to speak.

7) Does the learner take some effect from teacher's behavior if he shows signs of anxiety and therefore acts accordingly?

The answer:

It is very likely that this will happen, as the student usually imitates the actions of his teacher, as he considers him a living example and a role model from whom he derives all his needs. The teacher's actions are reflecting on the student indirectly and perhaps involuntarily, so his comfortable behavior provides the learner with a sense of comfort as well.

8) To what extent did the students benefit from the oral expression practice module?

The answer:

It is possible to say that the more a student practices the language, the better he will perform in it, so oral speaking activities can benefit the student through which he will have the ability to speak correctly and spontaneously.

9) Do you have any suggestions of ways to make the English class less stressful?

The answer:

The teacher must be creative in presenting the lesson by using new teaching methods, such as switching roles with his student so that the learner is the one who teaches the lesson.

- **Analysis**

1) Based on the counselor's response to the first question, many factors contribute in the reluctance of students to use the English language, including the feeling that he does not understand the language well enough to speak in front of a group of people, fear of speaking in front of others stems from the learners' lack of confidence in himself, even if his level is higher than others, and so on. His fear that the response will be incorrect causes him to feel embarrassed in front of his peers.
2) As reported by the educational consultant, Xenoglossophobia is a mental disorder in which a person despises foreign languages and makes major lifestyle changes to avoid exposure to them. However, it is a real concern in language schools around the world, especially because of the strong association it has with speaking abilities. It is very logical for the student to do his best to get rid of this phenomenon that is disturbing his life and on the other hand, he must receive support and motivation, whether from the academic environment or from the family environment.
3) A possible explanation of what the data showed is that when there is anxiety in the classroom, the learning effect is minimal. Anxiety has a negative impact on students' self- esteem, confidence, communicative competence and language performance. It makes students shy and afraid of making mistakes in foreign language class and avoids answering questions, or their answers are brief and unclear, and dare themselves not to open their mouth and stay silent.
4) In most cases, the student's reluctance to speak and participate in the English language in the classroom is due to his belief that he lacks knowledge and does not have sufficient qualifications to speak English fluently without errors because of a bad mark that he gets in the English subject, perhaps only once, but it affected him negatively .He is constantly afraid of being mocked and making even a small mistake. In this case, the individual becomes dissatisfied with himself and prefers absolute silence. And vice versa, if he gets high marks, it makes him more excited and motivated, and thus he engages in speech circles on his own.

5) Students are more likely to learn from making mistakes, turning around or being judged by public they sometimes feel anxious about speaking and this may be the result of errors caused by past experiences ,audience judgment or lack of interest from the speaker. Therefore, they should not let that experience affect the rest of their academic path, but rather they should invest more in themselves to give their best and extract their explosive abilities and interact more with people and colleagues and engage in speak groups. Because this makes them extroverts, open-minded and free to speak.
6) Most often, the people who show this type of reservation in communication, that is the anxiety of speaking the English, can sometimes be seen as less trustworthy, less competent, less socially and scientifically attractive, more nervous, less calm and less dominant than their counterparts. And thus the student feels like he doesn't belong to this place and insists that he is the only red-handed. Therefore, it can be said that the external environment has an impressive effect on the manner in which the student stands to speak.
7) Teachers are regarded as gentle and compassionate guide who always strive to teach and instruct students politely, if the teacher is frustrated or over anxious his behavior will undoubtedly have an impact on the student. In return, the learner would extremely be nervous and don't feel quite comfortable and thinks of escaping and leaving the class. Thus to say only calm and composed teachers can help students relax and remove stress imperceptibly.
8) The importance of oral expression seems to be a tool for rapid communication between an individual and others, and success in it achieves many different life goals. Oral expression is the basis of written expression, and thus the development of the student's ability in oral expression and speech depends on practice, specifically on exercise and rehearsals. Intensive pronunciation practice is an important but often overlooked aspect of English language education, therefore oral expression lessons are very useful for the student and the teacher has to intensify the oral lessons so that his pupil gets used to speaking shamelessly.

9) There have been numerous suggestions for making English language class less stressful, such as encouraging group or pairing activities, creating an enjoyable classroom environment, encouraging students to use positive self-talk, and assisting students in understanding that an attack of language anxiety can be fleeting and not turn into a long-term problem. Finally, using humor and games in the classroom are important aspects of creating a positive learning environment.

4 Conclusion

This chapter examined student's and education guidance counselor perceptions toward the impact of anxiety on their speaking performance through the use of questionnaire and interview have confirmed our hypothesis. As result to the counselor and students are aware of the negative effect of Xenoglossophobia on oral performance it is stated that due to a variety of issues students are doing their potential to reduce the fear of public speaking with the help of their teachers to complete this chapter proved the hypothesis proposed at the start of the study that Xenoglossophobia has determined impact on students' oral perin class and that there are diverse options that can help them to reduce this problem.

1 Introduction*:*

In this chapter, the findings will be addressed in relation to the research question and discussed in relation to the previous studies and current context to demonstrate the validity of our hypotheses, followed by the limitations of our study and future research suggestions. In addition to some practical recommendations proposed for both students and teachers.

2 Discussion of findings and results:

Foreign language anxiety among EFL learners is one of the main barriers that deter students from speaking the language and use it freely in different situations. In addition, FLA prevents the majority of students from achieving their goals in learning English and intimidates their future career. This study proved the validity of hypotheses we mentioned earlier and this is based on the student's answers on the questionnaire and the counselor's responses too. According to our research, most learners are afraid of public speaking and they only interact and engage in conversations when they are requested or if they have interesting ideas to share. This is due to several factors as shown in question 17 of the questionnaire as well as the first question of the interview: lack of vocabulary, lack of self confidence, fear of negative evaluation and the fear of making mistakes. This result has been successfully supported our first hypothesis. Subsequently, anxiety and discomfort experienced by English language learners in particular can have a negative impact on the learning process and its effectiveness. It is certain that learning any foreign language is fraught with complications and difficulties for the learner. One of the most significant complications confronting the learner is the feeling of anxiety and fear of new language, which impedes and complicates the learning process. This is proven by the answers of counselor through the third, fourth and fifth question. To be more elaborate, when anxiety levels are high in the classroom, learning English is

minimal and the process of acquiring a second language is difficult for the learner. As a result, FLA has more negative impact on the student's psyche, causing him to become more flimsy and this will undermine self confidence, lack of performance and communication, lack of productivity in language, constant fear of expressing his ideas. Hence, regressing in educational attainment. Although, the fear of public speaking in English is seen as an obstacle to learners from continuing their studies properly, it can be easily eliminated through patience, perseverance and practice. Therefore, the learner must be gentle with himself, persevere in training and view his mistakes as an opportunity to improve his skills. It is worth noting that there are numerous ways and methods that may help him in his journey towards getting rid of this fear. The most notably strategies are drawn from question 13 of the student's questionnaire and number 9 of the interview, among these strategies is good preparation, which means knowing the topic or material that the student will discuss so well, he does not have to think about it. Furthermore, practice is the most important factor in controlling fears for the learner. In terms of the teacher, the variety of oral activities within the classroom provides a comfortable environment for learning, and finally, the good relationship between the teacher and the student is viewed as a bridge that the student crosses to reach the farthest success and overcome the fear of speaking.

3 Limitations of the study:

It is obvious that conducting this study was not an easy task because we encountered many challenges and difficulties. Among these obstacles, the time limit was our most formidable foe, and we were in a race through time. The tightness of time and the influx of days put us under great pressure and we had to read extensively about our topic and conduct web research in order to carefully select the necessary information, all within a limited time frame. Another limitation, we witnessed during this study was the failure to display the high school directors' desire to complete our study questionnaire in their institution, claiming that this would distract the students' minds,

as they are about to take exams and it is not reasonable for them to be exposed to any kind of distraction. In addition to what we mentioned, the lack of co-educational high schools in the state of Medea was a significant barrier for us. In our research, we wanted to diversify the answers and take the opinion of both males and females, but after a long search, we found one mixed available high school. Last but not least the dearth of external libraries other than that of our university, along with e-books which are often not freely available on the websites. In conclusion, the sites that monitor plagiarism were expensive to register, and the free ones had no credibility.

4 Suggestions of future research:

This paper includes areas that were beyond the scope of this study, but further improvements may be required to enhance future researcher understanding of several FLA issues. First, our study sheds light on a number of factors that is associated with Foreign language anxiety, particularly in speaking, so It would be interesting for future researchers to induce Foreign language anxiety scale related to other skills such as writing and reading, which were not accounted for in this study. FLACS should focus on anxiety in writing and reading as well as anxiety in speaking, Since there is no researcher has ever explored that line of research in the context of EFL. Second, there is a need for therapists to undertake cognitive behavioral therapy programs as the leading treatment of foreign language anxiety. Thus, CBT classes in schools can help teenagers manage their anxiety and replace worrying or disturbing thoughts with more helpful ways of interpreting and them into speech articulation and then getting rid of the biggest impediment that is xenoglossophobia. To conclude, other influencing factors must be investigated in order to identify the problems and improve the students' speaking ability, besides extra practical methods to be adopted in schools for curing foreign language anxiety. In this context, the researcher would like to offer some suggestions that will be useful for the teachers and future researchers, as follows:

- Course curriculum can be modified to create a low-risk learning environment for shy students.
- The teacher should point out that mistakes are the best way of learning, under the slogan "mistakes are welcomed in the Class".
- The teacher's first goal should be to teach his students how to have a positive attitude towards the target language, then teaching the language come in the second place, so if the student likes what the teacher offers, speaking the second language becomes easy.
- Scaffold students' learning by using vocabulary games instead of pressuring them to memorize.
- The teacher should be lavish with promoting compliments to his students, because from a student's perspective "Good job" is like an angle coming down from heaven as it energizes the whole class.
- The teacher's mission is to form a cohesive group in the language class that supports one another, so that the English class becomes a unified "support group" and the students are less anxious about their second language learning situation.

5 Conclusion :

In terms of productive skills, this chapter reveals the character of the teaching/learning process. It represents the study's empirical phase. Furthermore, it provides a comprehensive understanding of the research instruments and procedures utilized to collect data from both EFL teachers and students. In addition, the chapter covers the analysis of both the student questionnaire and the counselor interview, as well as the interpretation and discussion of the results. Finally, we made several recommendations that EFL teachers and their students might employ to ensure a successful teaching/learning process.

General conclusion

The impact of xenoglossophobia on EFL learners ‘speaking ability was the subject of this dissertation. This project's main goal is to investigate the origins of "speaking anxiety" a problem that affects the majority of students during their language learning process and is regarded as a detrimental barrier that stops students from speaking the second language freely and without fear. Furthermore this research shed light on the reasons behind this anxiety as well as the key barriers and problems thatpeople face when giving a speech in front of a group of people whether they are professors or students. Additionally, the goal of this project is to develop ways for both teachers and students to assist them minimize anxiety and participate and communicate their views and ideas in class without fear of being criticized. As a result, they are encouraged to improve their speaking abilities. Indeed, our hypothesis and study questions were confirmed by this dissertation, and we discovered that both learners and instructors are aware of the negative impact of xenoglossophobia on speaking ability. We used three primary chapters to conduct this study the first of which was divided into three pieces, to describe the problem of students who suffer from this phobia and to offer some suggestions and tactics for overcoming this problem. The first section dealt with a literature review of speaking (importance, components, and challenges faced by EFL learners), while the second section dealt with definitions of xenoglossophobia (causes, types, impact, factors, and strategies for teachers and students), and the third section dealt with the theoretical framework. The second chapter also looked at the results of the students' survey to determine how they felt about the influence of xenoglossophobia on their oral performance as well as an interview with the school educational counselor to get her opinion and suggestions on how to better understand this problem.

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Appendices

The First appendix

We would appreciate it if you could be a volunteer and provide us with answers to the following questions. Your responses will greatly assist us in understanding the reasons that bother you and prevent you from speaking English, and we will then seek for solutions and ways to enable you to get rid of this phenomenon, leaving you to enjoy the rest of your academic journey. We truly value the information you provide and we wish you the best of luck.

1. Are You a male or a female?

- ❖ Male
- ❖ Female

2. Do You have a desire to learn foreign languages?

- ❖ Yes
- ❖ NO

3. Did you feel excited when you realized that you were going to learn English for the first time?

- ❖ Yes
- ❖ No

4. Do you avoid speaking English in class to prevent committing a mistake even though you know the right answer?

- ❖ Yes
- ❖ No

5. Do you have a fear from being called upon to answer suddenly?

- ❖ Yes
- ❖ No

6. Do you think before speaking in class?

- ❖ Yes
- ❖ No

7. Does your fear of saying something wrong causes you to not speak ENGLISH in classroom?

- ❖ Yes
- ❖ No

8. *Does your difficulty in pronouncing certain words in English prevent you from speaking it in front of your peers?*

- ❖ Yes
- ❖ No

9. *Does the teacher have the right to scold the student when he makes a mistake while speaking English?*

- ❖ Agree
- ❖ Disagree

10. *Should the learner involve himself in debates and conversation in English without being pushed by his teacher?*

- ❖ Agree
- ❖ Disagree

11. DO you believe that English should be taught in primary schools to train pupils to speak English without fear?

- ❖ Agree
- ❖ Disagree

12. Have you ever omit parts of sentences that are difficult to pronounce while speaking English?

- ❖ Never
- ❖ Sometimes
- ❖ Most of the time

13. What do expect from your teacher to do to help you overcome your fear and shyness from speaking English?

- ❖ Create enjoyable classroom atmosphere
- ❖ Encourage group activities
- ❖ Give students permission to use less than perfect language performance

14. What is the most effective way to improve your speaking?

- ❖ Reading books
- ❖ Watching videos
- ❖ Practice speaking

15. Which skill is the most difficult?

- ❖ Reading

- ❖ Writing
- ❖ Listening
- ❖ Speaking

16. Do you push your colleagues to answer instead of you in a team work?

- ❖ Never
- ❖ Rarely
- ❖ Sometimes
- ❖ Always

17. Do you feel uncomfortable speaking English in front of your classmates ?if yes why ?

- ❖ Yes
- ❖ No

The Second appendix

Interview

First and foremost, it is a big pleasure to speak with you today and have you as our interlocutor;. We essentially want you to answer a few questions so that we can determine why students in your high school are afraid to speak English at Class and then calibrate the effects. From this perspective, we will extract the most effective methods and solutions for reducing speaking anxiety in the English language classroom. The questions are as follows:

1) According to your experience, what are the main reasons that prevent the learner from speaking English in Class?
   .....
2) Is xenoglossophobia a figment of the learner's imagination or is it a real problem that parents and teachers should be aware of ?
   .....
3) Does xenoglossophobia have an influence on the learner's academic achievement?
   .....
4) Does receiving a low grade in English cause students to dislike the subject and being afraid to speak it?
   .....
5) Do the student's bad experience in a foreign language (berated from the teacher or being laughed at) primarily have the power to blur his personality and prevent him from expressing his internal thought?
   .....
6) How do the teacher and colleagues evaluate the student who suffer from xenoglossophobia?
   .....

7) Does the learner take some effect from teacher's behavior if he shows signs of anxiety and therefore acts accordingly?
.....

8) To what extent did the students benefit from the oral expression practice module?
.....

9) Do you have any suggestions of ways to make the English class less stressful?
.....