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Exploring the Effects of Gender Related Anxiety on EFL Students' Speaking Skills: A Case Study of First Year Students at Medea University.

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Dedication

First, I would like to thank God who enlightened my path all along this study, for giving me determination and strength to finish this work.

Special gratitude to my beloved mother the source of happiness and success who taught me the value of education and supported me to realize the person I am today. I will never finish thank you for everything you do for me.

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Finally, I dedicated this thesis to my dead father (May Allah have mercy in him and forgive him and dwell in his vast paradise).

To all those whom I love

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Dedication

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Abstract

Speaking is one of the most important skills in English learning. It can help EFL students improve their academic performance by facilitating language learning. However, many students suffer from a serious issue called “foreign language anxiety” that prevents them to reach the level of speaking fluency. This research aimed at investigating the possible differences between male’s and female’s foreign language anxiety and who is the most affected, exploring the major factors of foreign language anxiety and Finding solutions for EFL learners to overcome the issue of anxiety. For this purpose, a case study was conducted with first year English students at Medea University. This study adopted a mixed method, it is the most adequate one to deal with this topic, and to confirm or reject our hypotheses. Moreover, two main questionnaires were designed for both teachers and students as the best instrument to collect a considerable amount of data. The results show that anxiety affects females more than males due to several factors including fear of making mistakes, fear of negative evaluation, and shyness. Most importantly, teachers are required to use effective strategies, provide adequate activities to help EFL students reducing their level of anxiety and improve their oral skills.

Keywords: foreign language anxiety, speaking skill, gender.

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List of Abbreviations

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FNE: Fear of negative evaluation

CA: Communication Apprehension

SA: Speaking anxiety

ESL: English second language

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General introduction

Background of the study

Nowadays, teaching and learning foreign languages have been the interest of many people, especially English, since it is the language of international communication and is widely spoken all over the world. Teaching and learning English is based on essential skills that are important in learning any language, these skills are categorized into two types: the first one is receptive skills entailing reading and listening. The second type involves productive skills, including writing and speaking. The latter is one of the most important skills to be developed and enhanced.

Many foreign language learners find speaking difficult since they face some problems while expressing their thoughts. That is due to psychological and behavioral obstacles. Anxiety is one of the noticeable obstacles that prevent EFL learners from being proficient and fluent speakers. It is a complicated phenomenon that most students face when learning to speak. They are unable to talk and demonstrate their full potential when they are nervous, even if the majority of them have numerous ideas and answers but are unable to articulate them, which may contribute to poor oral performance.

Statement of problem:

Mastering a specific language is typically estimated through reaching the level of speaking fluency. However, a common issue that affects most of the students of foreign languages, including English, is Anxiety. According to Worde (1998), more than a half of foreign language learners experience some degree of anxiety. Foreign language anxiety is considered to be a complex problem that 1st year male and female English students of Yahia Fares University may experience. Most male and female students study in unigender middle and secondary schools. However, at university, the education is coeducation and this creates a gender gap and might increase the level of anxiety inside the classroom since gender is a significant variable in the foreign language learning process.

There are different causes such as fear of interaction and negative evaluation that can affect students' learning process and speaking performance. Due to these factors, EFL learners attempt to figure out how to ease and decrease foreign language anxiety.

Significance of the study:

This study aims at investigating the main causes of foreign language anxiety and the importance of reducing this issue by using several techniques. Moreover, it aims to investigate the gender differences in terms of anxiety among Medea university EFL learners.

Study objectives:

- Investigating the possible differences between male's and female's foreign language anxiety and to what extent it can affect EFL learners.
- Exploring the major factors of foreign language anxiety.
- Finding solutions for EFL learners to overcome the issue of anxiety.

Research questions:

We have put the following questions:

- How does foreign language anxiety affect students' speaking skills?
- What are the factors of foreign language anxiety?
- Is there a difference between males and females in terms of foreign language anxiety?
- What are the techniques that can be used to reduce foreign language anxiety?

Hypotheses:

Based on the research questions, we have made the following hypotheses:

- Foreign language anxiety negatively affects EFL learners speaking skill.
- The main factors of foreign language anxiety are: shyness, fear of making mistakes and fear of negative evaluation
- Females are highly affected by foreign language anxiety due to many psychological obstacles such as shyness and low self-esteem.
- There are many techniques that can be used to reduce anxiety such as using oral presentations.

Research methodology:

The current thesis adopted a mixed method in which the researchers combined elements of qualitative and quantitative research techniques. To collect data and assess the accuracy of the hypotheses, the researchers employed a single main tool. They used two types of questionnaires: one for students and one for teachers. These instruments are applied to gather the necessary information from the informants about the topic. It was devoted to first year English students and English teachers, the sample included forty students and ten teachers.

Limitations of the study:

There were some limitations in this research. First, the survey was supposed to be conducted to first year English students, the number of males should have been the same as the number of females, however, the English department of Medea university lacks males. Therefore, the survey was mostly for females. Second, the survey was conducted in the last week of studies, most of the students were absent, for that reason, the number of participants is few (only forty students).

Structure of the study:

The current research is divided into three chapters, the first two chapters are theoretical, and the third is practical. The first chapter is about speaking. It

accounts for different definitions of speaking, its components, and its importance. Moreover, it sheds light on various speaking activities, speaking difficulties. Eventually, it deals with the relationship between speaking and gender.

The second chapter was mainly about foreign language anxiety. It contains several definitions of anxiety and its types. In addition, it includes the causes of anxiety, and how anxiety effects speaking skill. It demonstrates the strategies that can be used to reduce anxiety. It deals with the relationship between gender and anxiety.

The third chapter addresses the research methodology. It presents the research design, population, sampling, and data gathering tools. Besides, it deals with data analyses and discussions of the results obtained from the questionnaires.

CHAPTER ONE

Literature review: speaking skill and gender

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Introduction

Speaking is one of the four skills including listening, writing and reading. It is considered to be the most essential aspect that EFL learners should master since they will be placed in a situation requiring English communication, the emphasis will be primarily on speaking. The latter is a crucial part of foreign language teaching, it enables students to achieve certain purposes as expressing thoughts, points of view, feeling, and desire. Moreover, when it comes to EFL student's speaking skills, they play a significant role in how to be fluent and accurate considering the obstacles they face.

In this chapter, we will tackle the theoretical part about speaking skills, their multiple definitions, and their components (pronunciation, grammar, vocabulary, fluency, and comprehension). Eventually, we will speak about why this skill is very important, and we will suggest some effective speaking activities for EFL students to enhance this skill, we will mention some speaking difficulties including linguistic problems which are lack of vocabulary, grammar mistakes, and pronunciation problems, as well as psychological problems including shyness, lack of confidence, and lack of motivation. Finally, we will explore the possible gender differences and speaking.

1. Speaking Definition

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is the mean through which learners can communicate with each other in order to achieve specific objectives or to share their feelings, intentions, expectations, and perspectives.

Hdedge (2000) defines speaking as a skill by which they are judged while the first impression. (p.261). He argues that speaking is an ability that is used to assess them when first impressions are created. According to Bygate (1987), Speaking in both first and second languages deserves as much attention as literary skills. He

points out that speaking is a means of communication in which it needs consideration and more concern. Speaking is considered the most active skill (widdowson, 1994). He argues that the very active oral skill is speaking. Baiely and Nunan (2004) state that speaking consists of producing systematic verbal utterances to convey meaning. Baiely and Nunan also note that speaking is identified as an interactive process of constructing meaning that includes the production, receiving, and processing of knowledge. Furthermore, according to Oxford Dictionary, speaking is the action of conveying information or expressing one's feelings in speech (2009, p.414). Scholars do not share a single definition of speaking.

Bygate (1987) views that" speaking is often thought as a popular form of expression, with uses the unprestigious colloquial register: literary skills are on the whole more prized"(p. vii). Based on this view he argues that speaking is generally classified as a popular style of expression that engages less prestigious colloquial register: literary capacities are commonly recognized as more beneficial. To speak more efficiently, learners must carefully pay attention and practice constantly. It provides a foundation for the development of other language skills. In addition, Goh and Burns (2012) claim that speaking is accepted by everyone as an essential language communication skill, it can facilitate language acquisition and contribute toward the academic development of many second language learners (p.15). Particularly, everybody acknowledges speaking as an important language of effective communication. It enables many second language learners to succeed academically by facilitating speech production. Moreover, Cele-Murica (2001) clarifies that speaking is an "activity requiring the integration of many subsystems all these factors combine to make speaking a second or foreign language a formidable task for language learners" (p.103). Thus, all these variables contribute to make speaking a foreign or second language an excellent activity for EFL learners. Since speech is the most fundamental means

of communication and learners should interact and be spontaneous in order. Bygate (1987) mentions that speaking is transient and improvised and can therefore view as facile, superficial, or glib. Further, speech is brief and improvised so that it can be criticized as simple, inadequate, or obtuse. To make the oral expression a challenging ability.

2. Speaking Components

Different academics present various definitions for speaking components. Speaking is a difficult skill to master. Pronunciation, grammar, vocabulary, fluency, and comprehension are all aspects of it.

2.1. Pronunciation

Seidlhofe and Dalton (1994) define pronunciation in general terms as "the production of significant sound in two senses. First, the sound is significant because it is used as part of a code of a particular language. Second, the sound is significant because it is then used to achieve meaning in the context in use" (p.3). Further, pronunciation is classified as the formation of a significant voice in two different forms, and the first form is sound that is essential because it is used as part of language code. The second form is that sound is a necessary part that conveys meaning in everyday situations. In addition, it is a means to negotiate meaning in discourse. Particularly, a tool for communicating purpose in a speech. In addition, it is considered being an aspect of the language system. Laroy (1995) believe that pronunciation is intimately connected with our feelings about ourselves: our confidence (or lack of it), our sense of identity, and self –esteem, what goes on our heads (and our hearts) is at least as important as what we do with our mouth (p.3). It means that pronunciation is inextricably related to our thoughts about ourselves: our self-confidence. Also, work on pronunciation in an atomistic, analytical, and separate manner.

2.2 Grammar

"Grammar is conventionally seen as the study of the syntax and morphology of sentences. Put another way, it is the study of linguistic chains and slots ". (Thornbury, 1999, p.2). It means that grammar is a concern with the analysis of classes of words, their inflections, and their functions and relation in phrases. In other words, a system of rules that defines the grammatical structure of language. Having a solid foundation makes EFL learners speak easy and to achieve fluency, avoid misunderstanding, and express their ideas and thoughts clearly and logically. One more thing to add, grammar is investigating both ways words are chained together in a particular order and of what kinds of words can slot into any one link in the chain. Furthermore, the core of grammatical understanding is the ability to modify their shape to covey multiple definitions. Another thing to add is that grammar can be partly seen as knowledge of what words can go where and what form these should take. Knowing how different grammatical elements can be strung together to make chains of a word.

2.3 Vocabulary

The Vocabulary or lexicon of an individual refers to all the words, word parts, and lexical phrases. It exists as a vast network in the individual's mind-brain (Barcroft, 2016, p.2). Further, vocabulary is the center of language and our ability to communicate successfully, also it is important for the development of other skills: reading, writing, speaking, and listening. Since human language is infinite when it comes to the range of novel sentences that a person can produce. EFL learners should obtain as much vocabulary knowledge in order to facilitate and ease their process of vocabulary learning. Shmitt (2000) claims that vocabulary connects the real world with language. It connects meaning which comes from life experience with the linguistic form. In this regard, the meaning-form connection is the key aspect of most vocabulary, whether individual words or formulaic sequence. It means that most vocabulary either specific words or

repetitive chains depends heavily on connotation connection. It is also seen as an integral part of comprehension.

2.4 Fluency

The word "fluency" has long been used in everyday speech to mean speaking rapidly and smoothly also accurately (Guillot, 1999, p.2). It means that it mainly emphasizes on speed, softness, and self-assurance. Furthermore, it is the ability to communicate effectively with somebody to put your point across, spoken easily, rapidly, and without hesitation. Generally, it is an important component of speaking skills, one of the most essential indicators of language teaching effectiveness is fluency. Willis (2008) defines fluency as the ability to read text accurately and quickly, for students is capable to know where to pause and when to change voice pitch. In addition, proficiency tends to be linked to neural patterning in the occipital lobes visual sensory intake, and print word processing regions (willies, 2008, p.47).

2.5 comprehension

Multiple definitions demonstrate comprehension. For instance, Shanahan (2005) defines "comprehension is the construction of meaning more than about passive remembering"(p.28). It means that recalling, understanding is the creation of meaning. In addition, it is a type of active and dynamic thought that involves understanding information through the lens of one’s own experience and value. Moreover, a reader’s thoughtful engagement with a text is needed for effective comprehension. Furthermore, Pardo (2004) states that “comprehension is a complex process that has been understood and explained in several of ways” (p.272). It is also a mechanism in which readers communicate with text to create meaning using a combination of prior knowledge and experience, as well as details in the text. Hence, comprehension is a necessary component for EFL learners to develop speaking skills.

To conclude. There are five components to speaking accurately: pronunciation, grammar, vocabulary, fluency, and comprehension. Successful oral communication enables EFL learners to use foreign language properly in different contexts.

3. The importance of speaking

Speaking is one of the four language skills that any EFL learner should master, it is very important for English language learners, it allows people to deliver their ideas, feelings, or thoughts, achieve their desires, and accomplish their goals. Since the English language is considered the most powerful language in the world, being proficient in English oral communication and being a fluent English speaker has become a necessity.

Parpalli Srinivas Rao (2019) states that "speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or a second language" (p.8). Brown and Yuke (1983) say that in real life environments, students will be judged more on their ability to talk (as cited in parpalli, 2019, p.8).

4. Speaking activities

"Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL and ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands the requirement of communication skills for the learners and the English teachers to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well in real life situations." (Parupalli, 2019, p.8).

“Thornbury suggests that the teaching of speaking depends on there being a classrooms culture of speaking and that classrooms need to become talking classrooms.” (Harmer, 2007, p123) Which means, students will be confident while speaking. According to Harmer (2007), for students, good speaking practices can and should be highly engaging. They will feel great satisfaction if they are all completely engaged in the activity and if the instructor has adequately set up the activity and can then provide sympathetic and useful input.

Good speaking activities can be funny and useful for both EFL teachers and learners since they are participating and the teacher is giving useful feedback, students will be able to give a satisfying performance.

4.1. Information gap activity

“An information gap where two speakers have different bits of information, and they can only complete the whole picture by sharing that information because they have different information, there is a gap between them. It is vitally important that students understand the details. Typical types of information gap activities you might find include: describe and draw, spot the difference, jigsaw readings and listening and split dictations” (Harmer, 2007, P. 129).

In classrooms, the information gap activity is very helpful, because it provides an opportunity for practicing speaking and exchanging information, also motivation and competitive spirit is high.

4.2. Role-play activity

“Many teachers ask students to become involved in simulations and role-plays. In simulations, students act as if they were in a real-life situation. We can ask them to simulate a check-in encounter at an airport, for example, or a job interview, or a presentation to a conference. Role-plays simulate the real world in the same kind of way, but the students are given roles, they are told who they are,

and often what they think about a certain subject. They have to act from their new character's point of view" (Harmer, 2007, p.125).

Role-plays is one of the most useful speaking activities. Students need to be interested in the characters they are playing. This funny communicative exercise allows students to be creative and good public speakers.

4.3. Pair work and group work

Bailey K (2004) suggests that students, especially those at the lower levels, can be apprehensive about speaking up in class. Using pair work and group work is one way to overcome their anxiety and increase their opportunities to speak. Pair work and group work are not activity forms per se, but rather configurations of people for doing tasks. Pair work requires two students working together to complete an assignment or exercise in the target language, as the name implies. Three or more students working together is referred to as group work.

According to Pennington (1995), using pair work and group work can improve learners' motivation and promote choice, independence, creativity, and realism. Pair work and group work also provide feedback to the learner from sources other than the teacher (as cited in Bailey, 2004, p.38).

"Scott & Ytreberg (2004) stressed the importance of making young learners sit together in a group because they like to have other peers around them. Sitting the students together encourage cooperation, but this does not mean that they have to be in groups all the time while they are working." (Cited in Bakhch, 2016, p123).

Pair work and group work are both very important activities in which learners exchange their ideas and knowledge, complete each other, and help each other, therefore they can come up with a good performance.

4.4. Gaming activities

Gaming activities can be played in classrooms dividing learners into groups or pairs, and the teacher is the one who organizes them and gives them instructions. Hadfield (1997) stated that Games should be treated as an important part of the language program, not as a pleasant thing to do on a Friday afternoon or at the end of the semester. They provide as much focused practice as a typical exercise in many situations, and, more importantly, they provide an opportunity for real communication, albeit within artificially established limits, and thus serve as a link between the classroom and the real world.

Gaming activities are very funny activities that make learners active, creative, and challenging. They are effective at improving motivation, reducing stress, and offering real-world communication opportunities for language learners. They pique learners' curiosity in learning more, as well as their ability to learn quickly. They are also used to practice vocabulary and grammar while speaking, improve interaction, increase energy levels and build confidence in learners.

5. Speaking difficulties

The main purpose of EFL learners is to reach the level of speaking fluency. Yet, most of the students of foreign languages, including English, face some difficulties that prevent them to reach this goal. The main problems that hinder students from being fluent speakers and improving their speaking skills are as follow:

5.1. Linguistics problems

Based on linguistics' perspective, in linguistic problems, three factors that contribute to students speaking problems that are lack of vocabulary, grammar mistakes, and pronunciation problems. The linguistic problems include all the difficulties found in the target language itself encountered by a student who is studying the language.

5.1.1. Lack of vocabulary

Learning a foreign language entails amassing a large vocabulary. Foreign language learners face the problem of their inability to use the language skills including speaking effectively since they frequently struggle to find the appropriate words when attempting to communicate, they have limited vocabulary and expressions, which has a negative impact on their participation in speaking and expressing thoughts. The phenomenon in our EFL classes is that many students often find difficulties when they try to express what they want to say because they find themselves struggling with their limited words and this limitation of vocabulary affects the amount of their participation in speaking classes. (Rebbouh, 2016, p.33).

5.1.2.Grammar mistakes

One of the most important aspects of being a professional in speaking skills is grammar. EFL learners must achieve this aspect to improve their speaking ability without any handles but many EFL students do not achieve all its knowledge. In many situations, they give up speaking due to the fear of making grammatical mistakes in front of their teachers and classmates. As Davies and Pearse say, “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” (2000, p.82). Students often prefer to keep silent rather than producing ungrammatical sentences and put themselves in an embarrassing situation in front of their teachers and classmates. That is why grammatical mistakes are one of the barriers that prevent students of foreign language from participation.

5.1.3.Pronunciation problems

Pronunciation is an important aspect of speaking a language because it allows the speaker to be understood when articulating words. However, many factors

contribute to students' mispronunciation of the words. Some of these factors may include the influence of the mother tongue or even mispronunciation of the teachers, or due to their poor listening skill. As result, they do not take the risk of speaking to avoid being judged on their pronunciation. Those are the main factors that impede the students from participating or speaking in English classes.(Rebbouh, 2016, p.33).

5.2. Psychological problems

Learners face many problems during the process of learning a foreign language especially in speaking, including psychological problems.

The following are the psychological problems of speaking skills:

5.2.1.Shyness

Shyness is an emotional condition that many students experience when they are forced to speak in English. This suggests that shyness may be a source of difficulty in students' classroom learning activities, particularly in speaking classes. As a result, paying attention to this aspect is also crucial to assist students to make an effort in their speech performance in the classroom (Gebhard,2000). It is argued that this issue could be a source of problem for students in learning activities especially speaking in the classroom. Baldwin (2011) also explains that speaking in front of people is one of the most common phobias that students encounter. This phenomenon, which is shyness, is very common for many students since some of them are naturally quiet and shy people. Most English students feel shy when they speak the language because they think that they will make mistakes when they talk. From this point of view, many students may find speaking English difficult due to their shyness and low ability to interact and speak to teachers and classmates.

5.2.2.Lack of confidence

It is commonly understood that students 'lack of confidence usually occurs when students realize that their conversation patterns have not been understood or when they do not understand other speakers. In this situation, they would rather keep silent and this show that students are lack confidence about communicating with their teachers and classmates Nunan (1999) claims that "students who are insecure about themselves and their English are prone to communication anxiety" (as cited in juhana,2012, p.102). The main cause of students' lack of confidence is their inability to communicate in English which is related to communication anxiety. As they point out, many students believe that their English is week and that they are unable to communicate effectively in the language. In addition, (Brown, 2001) argues that the lack of encouragement from the teacher is also another cause of student's loss of confidence. This demonstrates that teacher's primary focus should be on boosting student's trust, which means that teachers should learn how to build student's confidence and encourage them.

5.2.3. Lack of motivation

Lack of motivation also can be a source, which hinders students from being fluent speakers, to interact, and to communicate with teachers and classmates. (Nunan, 1999) emphasizes the importance of motivation in influencing student's reluctance to speak in English. This means that motivation is an essential factor in determining a learner's readiness to communicate. It is the key to student's learning success. According to Zua "motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest" (as qtd in Juhana, 2012, p.103). That means regardless of the learner's motivation, it will increase their study interest. Many studies have shown that students, who have a strong desire to succeed, can persevere in their studies and gain higher scores than those with lower motivation.

6. Speaking and gender

Gender differences are a reflection of speeches between males and females. Male and female spoken language differ in many aspects, the way they speak, the

vocabulary they choose, and their pronunciation. For instance, males speak directly to the point and take transforming the information, but females speak indirectly, implicitly, for them expressing feeling is very important. According to Lakoff (1975) females often like to use more concrete words, they prefer some concrete words that have a close relationship with the life they also use some positive degree of adverbs to emphasize in good aspect like “really”. Females always use adjectives like “charming”, “cute” to express their feelings, unlike males.

Tag questions, though both males and females use tag questions in a certain situation, females use them specifically, that is, when they express their opinions, tag questions are their preferred way of speaking, their goal is to demonstrate that they want to be recognized by others. In addition, females prefer a rising tone even in a declarative sentence; it reveals their uncertainty and indecision. Females, typically speak formally in both grammar and pronunciation, they do not use words, like males, such as “ain’t” or “gonna”. She stated that because of their lower social status and high expectations females must pay attention to their methods and ensure that they are effective. They are capable of pure pronunciation whereas males are relatively undisciplined and free pronunciation reflect their prestige, perhaps man is hesitant to demonstrate their superiority in this aspect.

Conclusion

In this chapter, we discussed different definitions of speaking skills. In addition to that, we mentioned the components that EFL students should possess to improve their speaking proficiency, and its importance. In addition, another point we have tackled is how to improve this productive skill by suggesting several activities including role-play, information-gap, group work, and gaming activities. We attempted to state speaking difficulties linguistic problems. Psychological problems that are faced by EFL students. Finally, we tried to classify some gender differences in speaking skill.

CHAPTER TWO

Chapter Two: the effect of gender related anxiety on speaking skill.

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Introduction

Foreign language anxiety is a common phenomenon that hinders learners from developing their speaking proficiency. It is one of the factors that influences students' ability to succeed in foreign language learning, especially when anxious students are engaged in conversations and discussions because they are afraid of making mistakes, afraid of being negatively evaluated, or being laughed at by their peers.

This chapter is devoted mainly to explore the effect of anxiety on EFL students' speaking skills. Starting with the definition of the term anxiety first, then foreign language anxiety with several definitions since many scholars provide different explanations of the term FLA to make it clear and easy to be understood, and to show the reader its multiple significations. Then, we will explain the various types of FLA: state-trait anxiety, situation-specific anxiety, and debilitating-facilitating anxiety, by giving a full description for each one of them. Moving to the factors that cause the students' speaking anxiety which are communication apprehension, fear of making mistakes, and fear of negative evaluation; in addition, we will tackle the effects of anxiety on speaking performance. We will also discuss some strategies to overcome and cope with this issue, including teachers' strategies, which are as follow: creating a pleasant and relaxed classroom, enhancing the positive relationship with the students, and varying speaking activities. Strategies that can be used by the students in order to cope with their speaking anxiety are preparation, practice, and minimizing the fear of making mistakes. Finally, we will end our chapter by discussing the role of gender in foreign language anxiety.

1. Definitions of foreign language anxiety

Anxiety is a common barrier that many EFL learners face; it prevents them from improving their speaking skills, as well as harming their success and achievement.

In general, many scholars provide several definitions of foreign language anxiety. According to Spielberger (1983), anxiety refers to the" subjective feeling of tension, Apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (cited in Deyuan, 2018, p.2). Furthermore, fear or terror will lead to anxiety; it is a protective device as a signal. It is also related to activation. Kralova (2016, P.3) Defines anxiety as" a mental and physical state characterized by specific emotional, cognitive and behavioral symptoms". Further, anxiety is described as a psychological state response marked by a sense of insecurity. In addition, it is viewed as a negative reaction to learning a foreign or second language in a specific situation. Scovel (1999, p.18) argues that anxiety "is a psychological construct, commonly described as a state of apprehension, a vague fear that is only indirectly associated with an object". (Cited in kralova, 2016, p.3). Moreover, anxiety is an emotional concept that psychologists generally classified as a state of discomfort, a generalized terror that is only implicitly connected with an item.

Horwitz, Horwitz, and Cope (1986, p.128) define foreign language anxiety as “a distinct complex construct of self-perceptions, beliefs, and behavior related to classroom language learning to arise from the uniqueness of the language learning process”. In other words, FLA is a unique dynamic concept emerging from the individuality of the language learning mechanism of personal beliefs, views, and behavior related to teaching development, In addition. (Gardner & MacIntyre, 1993) stated that" foreign language anxiety"(FLA) is fear or apprehension occurring when a learner is expected to perform in a second language. (Cited in Deyuan, 2018p.3). To clarify more. Language anxiety affects not only learners but also foreign students who deal with English on a regular basis. Horwitz, Horwitz, and Cope (1986, p.128) define fear of negative evaluation as" apprehension about others evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively". Hence, the anxiety of

others assessments, avoidance of analytical situations, and the belief that others will negatively assess oneself are all examples of fear of negative judgment.

Horwitz (2001, p.114) argues, "Foreign language anxiety was responsible for student's negative emotional reactions to language learning". In other words, anxiety has a negative impact on second language proficiency. MacIntyre and Gardner (1989, p253) mentioned, "the concept of second language anxiety has also been investigated in the context of attitude and motivation and their relationship to proficiency". Since behaviors and encouragement are the primary subjects. Dewale & Al-Saraj (2013, p.71) Claim that "anxiety is an undifferentiated, negative affective response to some experience in a language class if this negative response repeated; anxiety becomes reliably associated with the language class and differentiated from another context". Further, anxiety is an indistinct, negative psychological reaction to a negative language class encounter.

2. Types of foreign language anxiety

Anxiety is like other negative feelings such as exhaustion, frustration, and emotional disorders. It is an emotional state occurs at a specific point in time and at a particular intensity. Anxiety categorized as three important distinctions: 1) state –trait anxiety, 2) situation –specific anxiety, 3) debilitating –facilitating anxiety.

2.1. state –trait anxiety

Spielberger (1983, p.5) argues that trait anxiety" refers to relatively stable individual differences in anxiety proneness, that is, to differences between people in the tendency to perceive a stressful situation as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety". While Spielberger (1983, p.5) claims that state anxiety" refers to a palpable reaction or process taking place at a given and level of intensity". Further, the more anxiety a person has, the more likely he or she is to feel anxious in a

threatening situation, and you may face more intense elevations in trait anxiety. Moreover, he mentions, “trait anxiety implies the difference between people in the disposition to respond to stressful situations with varying amount of state anxiety" (p, 5). To clarify more, anxiety is determined by how each of them perceives a particular situation as psychologically dangerous or threatening, and each person has a significant influence on this previous experience of an individual.

McIntyre and Gardner (1988, p.254) argue that state-trait anxiety inventory attempts to define a personality trait of anxiety applicable across several situations, but this may not be the best way to measure anxiety in a language learning context". Furthermore, high trait anxiety persons are more likely to respond with greater increases in the intensity of state anxiety in situations that involve interpersonal relationships. In addition, Fountoulakis et al. (2006, p.2) believe that state anxiety "refers to the subjective and transitory feeling of tension, nervousness, worry and may be characterized by activation of the autonomous nervous system". On the other hand, trait anxiety" refers to relatively stable individual differences in anxiety proneness as a personality trait".

2.2. Situation-specific anxiety

Harni believes that situation-specific anxiety "refers to the persistent and multi-faceted nature of some anxieties; it is aroused by a specific type of situation or event such as public speaking, examinations, or class participation". Further, anxiety triggered by circumstances and events is referred to as situation-specific anxiety. Specific situations and events, including speaking skills, exams, or recitations, may cause situation-specific anxiety. McIntyre and Gardner (1988) state that" the situation-specific anxiety is a unique anxiety form that happens invariably over time within a given situation. It is closely related to specific situations in which one situation differs from another, but it is consistent over time". Anxiety is opposed to trait anxiety since trait anxiety is a stable trait that is

caused by all circumstances. Anxiety is a general feeling, whereas situation-specific anxiety is associated with particular conditions.

2.3. Debilitating –facilitating anxiety

According to studies, there are two forms of anxiety: in which the first is debilitating anxiety and the second is facilitating anxiety.

Moyer (2008, p.6) mentioned that debilitating anxiety" associated with decreased problem-solving coping (behaviors that address the stressor and improve performance) and decreased academic exam scores". While facilitating anxiety is "associated with enhanced and proactive problem-solving coping". The Albert and Haber achievement anxiety test (1960) identifies anxiety related to academic tasks as either inhibiting ("debilitating") or enhancing ("facilitating") performance. When given the test worries identified increased anxiety as "debilitating", while non-worries identified increased anxiety as "facilitating". (Cited in Moyer 2008, p.6).

Harni suggested that debilitating anxiety poses an obstacle to language learning, whereas facilitating anxiety facilitates or fosters it. Furthermore, Harni claim that debilitating anxiety prompts the learners to flee from the learning task to avoid feelings of anxiety. facilitating anxiety motivates learners to fight the new learning task, it makes them expend extra efforts to overcome their feelings of anxiety.

3. The causes of speaking anxiety

Speaking is considered to be the dynamic use of language, by which a language is comprehended and learned, it is the most active skill. To practice speaking, EFL learners try to enhance their speaking skills using different speaking activities that can help them develop their oral performance, yet most of them are nervous and anxious while speaking. Indeed, it is often suggested that

speaking is the most “anxiety-provoking aspect in a second language learning situation” (Cheng, Horwitz, and Schallert, 1999, p.420)

The past studies have determined many causes of foreign language speaking anxiety. For example, students’ communication apprehension may stem from previous negative experiences (Price, 1991), shyness or reticence (Friedman, 1980), English language teachers are more familiar with those cases, facing students who avoid speaking in class, with low or no participation. Foreign language speaking anxiety is an issue that most EFL learners suffer from; it represents a physical and emotional annoying experience for them. It is a counter-productive phenomenon in the teaching and learning of English.

3.1. Communication Apprehension

Communication fear is an important thing to remember when contemplating language-speaking anxiety. According to McCroskey (1977), It is a form of shyness characterized by apprehension or fear of communicating with others.

McCroskey (1977) states that “it has been consistently observed that some people are more apprehensive orally than are other people and that this apprehension harms their communication behavior as well as on other important aspects of their lives”. He defines communication apprehension as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person” (McCroskey, 1977, p. 78). It refers also to worry about oral communication (Horwitz et al., 1991).

“While the causes of CA are not, and may never be, fully known, both case study analyses (Phillips & Butt, 1966) and broader surveys (Wheels, 1971) suggest the development of CA during early childhood years. Many children enter kindergarten with high levels of CA already established. Thus, if CA is not a hereditary function, and few data are pointing in this direction, the cause of CA must lie primarily in a child's experiences during the formative years” (as cited in McCroskey. 1977, p80). “It is well established that a child will learn to repeat

behaviors that are reinforced, while behaviors that are not reinforced generally will be extinguished over time (cf. Bugelski, 1971). Thus, if a child is reinforced for being silent and is not reinforced for communicating, the probable result is a quiet child". (As cited in McCroskey. 1997, p80) "Anxiety may affect the quality of an individual's communication or willingness to communicate," (Young, 1991, p. 58).

Most anxious foreign language speakers have a fear of communication that can be developed with the person from childhood or later for other reasons such as fear of making mistakes, lack of vocabulary, and lack of motivation.

3.2. Fear of making mistakes

Speaking is one of the four language abilities that require classroom practice to gain fluency. Students, however, are typically afraid of making mistakes in front of their peers and teachers. Students frequently believe that other students are criticizing them when speaking; therefore, they are hesitant to talk in front of them and make mistakes. In addition, the fear of making mistakes can be a result of a lack of preparation. Furthermore, when students are given no time to prepare before speaking, they frequently experience speaking anxiety. This usually happens when a teacher asks a pupil to answer a question without giving them enough time to think about it, Mak found that "…speaking in front of the class in a second/foreign language classroom without preparation is the most speaking-in-class anxiety-provoking factor" (2011, p.209). Another contributor is the way error is being corrected, which make students feel that making mistakes is a threat, whereas errors should be seen as an aspect that helps to develop the foreign language learning process.

1.1. Fear of negative evaluation

One of the very common reasons for which EFL learners feel anxious while performing orally is their fear of being negatively evaluated, this type of anxiety was characterized by Watson and Friend (1969) as a worry of how others will

evaluate their FL performance. Moreover, it is this fear of being negatively judged that causes learners to avoid evaluative tasks. Watson and friend stated “some individuals are more anxious than others in social situations, and might therefore be more perusable (Sears, 1967), more concerned with others' evaluations of themselves (Diggory, 1966)”

According to Watson and friend (1969) “Those high in FNE tended to become nervous in evaluative situations and worked hard either to avoid disapproval or gain approval”.

According to Zdena Kráľová (2017), Anxiety is a natural reaction to a situation that is viewed as frightening and beyond one's ability to deal with it. Guiora (1983: 8) said that foreign language learning itself is a “profoundly unsettling psychological proposition” because it threatens learner’s self-concepts that are rarely challenged when communicating in a native language.

4. The effects of anxiety on speaking skills

Students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others, due to their limited knowledge of the language, especially about speaking and listening skills. According to Mohammad Shaukat Ansari (2015), Students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers. As a result, they are silent and withdrawn most of the time, and do not participate in language activities (Ely 1986).

Students with debilitating speaking anxiety tend to display avoidance of involvement in tasks by remaining silent, sitting in the back row, avoiding eye contact with the teacher.

5. Strategies used to reduce foreign language anxiety

With an increasing number of factors influencing foreign language learning, such as anxiety, there is a great deal of interest in finding solutions to this issue. There are many techniques that students and teachers can use effectively to manage and reduce anxiety.

5.1 Strategies used by teachers to reduce students' speaking anxiety

Most investigating findings suggest multiple techniques to reduce anxiety and assist in dealing with it. As a result, teachers play a critical role in reducing their students' speaking anxiety on their learning and performance, so that they should try to make some interventions to help anxious students. The following are some suggestions for teachers to be used to minimize the level of students' speaking anxiety.

5.1.1. Creating pleasant and supportive atmosphere in the classroom

One of the most effective strategies for reducing foreign language anxiety is creating a positive environment in language classrooms. The classroom environment has a huge impact on students' emotions and anxiety levels, so to reduce anxiety, language teachers should carefully organize the classroom atmosphere. According to Dorneiy (2001), teachers need to create a pleasant and supportive classroom environment since it is regarded as a motivating tool. The role of the teacher is to create and maintain a positive, tolerant, and supportive environment because a relaxed environment helps to reduce students' anxiety in foreign language classes and achieve good results in students' performance. Teachers, according to Dorrneiy (2001), should apply the tolerance norm, particularly when dealing with students' mistakes. They should remember that

mistakes are a normal part of learning a language, “Students feel comfortable taking risks because they know they will not be embarrassed or criticized if they make mistakes” (p.41) because it has been made clear that mistakes are a natural part of learning. In addition, humor also can both increase motivation and self-confidence and create a relaxed and positive classroom atmosphere, as Dorneiy (2001) says “the main point about having humor in the classroom is not so much about continuously cracking jokes but rather having a relaxed attitude about how seriously we take ourselves” (p.41). If students can feel that the teachers allow a healthy amount of self-mocked, they will be more comfortable in their learning.

5.1.2.Teacher-students relationship

Many studies show that developing a positive relationship between a teacher and student is an important aspect of teaching a foreign language; it can positively influence the classroom climate, and thus affect students’ performance. According to pianta (1999),” teachers –child relationships influence children competencies with the peers in the classroom” (p.69). the teacher-student relationship is psychologically close; it provides students with a sense of security in the classroom environment, which reduces anxiety and leads to higher levels of achievement. Furthermore, closeness may help to facilitate children’s learning and school performance (Brich and Ladd, 1997, p.63). It is asserted that students who had a closer relationship with their teachers performed better academically than students who had negative teacher-student relationships, that is why building a positive relationship between the teacher and his students may help them reduce the amount of anxiety and perform better.

5.1.3.Varying speaking activities

To help students feel comfortable in the foreign language classroom, especially in speaking classes, teachers can apply another strategy, which is varying speaking activities. The selection of suitable activities is very important since it would help students reduce their anxiety because some activities tend to cause apprehension and distress environment, that is why teachers play a great

role in reducing students' speaking anxiety by using several activities. The activities should be centered on students' interests and be appropriate for their proficiency, including group work, which can be a successful technique to motivate students, informational gap, and gaming activities. Teachers to reduce their students 'anxiety and raise their motivation, their self-confidence, can use those activities that are mentioned before; in addition, an oral presentation can be also an effective speaking activity to reduce students' FLA.

5.1.3.1. Oral presentation

Many students are nervous when giving an oral presentation, especially when the task requires them to speak to the audience in FL classes. Students must practice their English more inside or outside the classroom, to overcome their anxiety. As Harmer says, "If students are not using English, everyone is wasting his time" (2001, p.131). That means learning a FL should be based on practicing the language. Furthermore, students feel more confident about speaking in class if they practice speaking more (young, 1991). As a result, the more students speak in class, the more self-confidence they gain and their anxiety decreases. Wilson and Brooks (2014) discuss the importance of oral presentation in a language class, arguing that oral presentation enables learners to develop the four skills including speaking skill, as well as overcome some psychological obstacles, fear of speaking in public, and reduce anxiety when speaking English in the classroom in front of their teachers and classmates. Therefore, an oral presentation is of great importance for English students to reduce their anxiety, and to speak fluently.

5.2. Strategies used by students to reduce their speaking anxiety

Students, in addition to teachers, play an important role in reducing their speaking anxiety, so they should understand that anxiety has a negative impact on their performance and know how to overcome their fear of speaking.

5.2.1. Practice and preparation

It is found that the most important key to coping with FLA in speaking is practice and preparation. It can be an effective way that may help the students feel less anxious while speaking FL. According to Kanar (2011), “Preparation and practice are the keys to feel confident about giving a speech or presentation (293). So, some of the common causes of public speaking are lack of confidence, fearing that you will forget what you were going to say, or worrying about how you will be evaluated by the teacher. Therefore, practice and preparation play a major role in building students’ self-confidence to overcome their fear of speaking in front of their teachers and classmates. Kanar (2011), in addition to practice and preparation, suggests three main strategies that make the students feel comfortable while delivering their speech. First, positive self-talk, that means to say to yourself “I can handle it”, “I can do it”, my ideas are good”, and other self-affirmation thoughts that make you feel good since positive self-talk is a strategy, which anxious students use to help themselves while speaking in front of the audience. Next, relaxation is to take a deep breath before speaking, it can also help the student feel more confident and comfortable while delivering their speech. Finally, visualization is to form a mental picture of your self-speaking confidence while your classmates and instructor respond favorably to your speech or presentation p (293).

5.2.2. Minimizing fear of making mistakes

Many students feel anxious in speaking classes because they fear making mistakes and that can lower their self-confidence. Minimizing fear of making mistakes can be an effective strategy to reduce their speaking anxiety. Students must understand that mistakes are an essential part of their learning. According to Basset (1985) “mistakes are opportunities for growth nothing more” (pp3-9), this means without making mistakes students are not able to develop their speaking, students learn from their mistakes, they should know that making mistakes is a normal aspect of human nature. Therefore, learners should know how to control their worry about making mistakes so that they minimize their speaking anxiety.

6. Foreign language anxiety and gender

Many scholars have debated the gender factor for many years, and the conflict remains unresolved despite numerous studies. According to some researchers, female students are better at language learning than male students are, and as a result, female learners experience more anxiety than male learners do (Jafarigohar & behrooznia, 2012, p.106).

According to Bello (1995) (as cited in Piechurska-kucial, 2012), females may be slightly more apprehensive than males when it comes to public speaking. The explanation for this may be that the traditional feminine role also encourages female inferiority, which means that females are more likely to express anxiety when they must express their thoughts or feelings to a community.

Gaibani and Elmenfi (2014) point out that there is a linear relationship between genders and SA, when it comes to speaking in class female students are more nervous than males, especially when expected to speak in English. Female and males learners can be both scared and panicked when they are asked to speak in public without being pre-informed, and neither felt confident when they are asked to speak in class. They point out that female students exercise lower self-confidence because they are concerned about their classmates who might be judging them, whereas male students have less nervousness when it comes to giving answers in class (p.108). So overall, female students may experience a higher level of anxiety than male students do.

Conclusion

This chapter was mainly about foreign language anxiety. Starting with the several definitions of FLA. In addition, we explained its types (state-trait anxiety, situation-specific anxiety, and debilitating-facilitating anxiety). It tackled the

effect of anxiety on speaking, and its causes that are communication apprehension, fear of making mistakes, and fear of negative evaluation. We discussed some strategies to overcome and cope with this issue, including teachers' strategies, and strategies that can be used by students to decrease their level of anxiety. Finally, we explored the role of gender on foreign language anxiety.

CHAPTER THREE

Chapter Three: Research Methodology and Data Analysis

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Introduction

This chapter discusses the research methods that are used in this study. It contains research design, case study, and data gathering tools, sampling, and population. It handles the foundation of the present research, which is exploring the effect of gender related anxiety on EFL students' speaking skills. The experiment took place at Medea's Yahia Fares University with first-year English students.

1. Research design

"Research design can be considered as the structure of research it is the "Glue" that holds all of the elements in a research project together, in short, it is a plan of the proposed research work" (Islamia, 2016, P.68). The process of creating a structure or framework for a research project is known as research design

The research was conducted at Yahia Fares University of Medea's Department of English. It was devoted to first-year license English students. It was carried out in a form of a case study and used a mixed-method, including two main research tools, which are teachers' questionnaires and students' questionnaires.

1. Case study

"Case study is one of several ways of doing social science research. in general case studies are the preferred strategy when "how" or "why" questions are being posed" (Yin, 2002, p.1). In addition, the case study is considered a mode of inquiry or research method, which is used for evaluating, comparing, examining, and describing different aspects of a research problem. Thus, the case study in this research is first-year license English students.

1. Methodology

"Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically"

(Kothari, 2009, p.8). According to Leedy and Ormrod (2015) methodology is a global framework that assists in the conduct of a research project and, to some extent, dictates the specific instruments selected by the researcher. In this light, some research objectives essentially demand both quantitative and qualitative data. Mixed-methods research is required to address these issues (p311).

Due to the nature of the current study, a mixed method is an appropriate procedure to use in this research since, it enables researchers to collect data and analyze both open-ended questions that are related to qualitative data and closed-ended questions that are included in quantitative data, and contingency questions are integrated with both methods.

1. Data gathering tools

In second language (L2) research, questionnaires are one of the most popular collecting data tools (Dörnyei, 2003). The researchers employed two questionnaires at Yahia Fares University of Medea, one for instructors and one for first-year license English students.

4.1 Questionnaire

A questionnaire is a research tool consisting of a series of questions for gathering information from informants. Kothari (2009) states that the questionnaire is distributed to respondents, who are expected to read and comprehend the questions before responding in the space provided on the questionnaire. The respondents must respond to the questions on their own (p.100). it contains three types of questions that are closed-ended question “yes”, “no” or “tick” answers, open-ended questions that involve long answers, and also, Contingency questions which “are answered only if the respondent gives a particular response to a previous question” (Rani, Roopa, 2012, p.273).

2. Students' questionnaire

2.1 Population and sampling

To get answers for our questionnaire, we dealt with forty (40) students, ten (10) males, and females thirty (30), these students were chosen randomly among the total number of first year license English students at Yahia Fares University of Medea. There are many reasons behind choosing first year students. First, first year students may face difficulties in learning English as a specialty, since it was studied differently before. Second, many students studied in unigender schools, so being in mixed classes at university may affect their speaking skills.

1.1 Description of the questionnaire

The first questionnaire is devoted to first year students at Yahia Fares Medea University during the academic year 2020-2021. It aims at collecting data about the Effects of Gender Related Anxiety on EFL Students' speaking skills.

The questionnaire contains thirteen (13) questions that are divided into three (3) sections. The first one is about general information. It contains four (4) questions (1-4): learners' gender, their choice to study English, their evaluation about their English level, and whether they studied in mixed schools or unigender. The second section is related to speaking which consists of five (5) questions (5-9) that are participating in speaking classes, and the activities they prefer. The last section focuses on foreign language anxiety. It is composed of four (4) questions (10-13). It tackles the causes of anxiety, and the strategies to reduce their anxiety. This questionnaire includes both closed-ended questions and Contingency questions.

2.2 Students' questionnaire analysis

1. Section one: General information

Question 1: Students' Gender

Option	Number	Percentage%
Male	10	25%
Female	30	75%
Total	40	100%

Table 5.1: students' gender

According to the obtained results, it is obvious that females with a percentage of (75%) are more than males with a percentage of (25%). So females tend to be more interesting with English as a foreign language more than males.

Question 2: students' choice to study English at university

Option	Number	Percentage %
Personal	33	83.5%
Parental	5	12.5%
It wasn't my preference		

	2	5%
Total	40	100%

Table 5.2.: Students' choice of studying English

The results from this histogram show that the majority (83.5%) of EFL students' choice is personal that means they are satisfied about their choice and like learning foreign languages. However, the others' (12.5%) choice is parental, this may be because of the importance of English and the fact it is a lingua franka. The rest (5%) of the participants, English is not their preference; the average did not allow them to choose the specialty they want.

Question 3: how do you evaluate your English?

Option	Number	Percentage %
Good	15	37.5%
Average	22	55%
Weak	3	7.5%
Total	40	100%

Table 5.3: students' evaluation of their English

From the shown result, we noticed that most of students (55%) think that their level in English is average. Only (37.5%) find that their level is good and the last

(7.5%) think that it is weak. This may be because of the lack of self-confidence or lack of motivation.

Question 4: did you study in mixed school or Unigender School?

Option	Number	Percentage %
Unigender	23	57.5%
Mixed	17	42.5%
Total	40	100%

Table 5.4: Mixed school or Unigender School

According to the results, (57.5%) of the students studied in unigender schools because Medea city lacks mixed schools. The rest (42.5%) studied in mixed schools in the countryside.

Section two: speaking skill

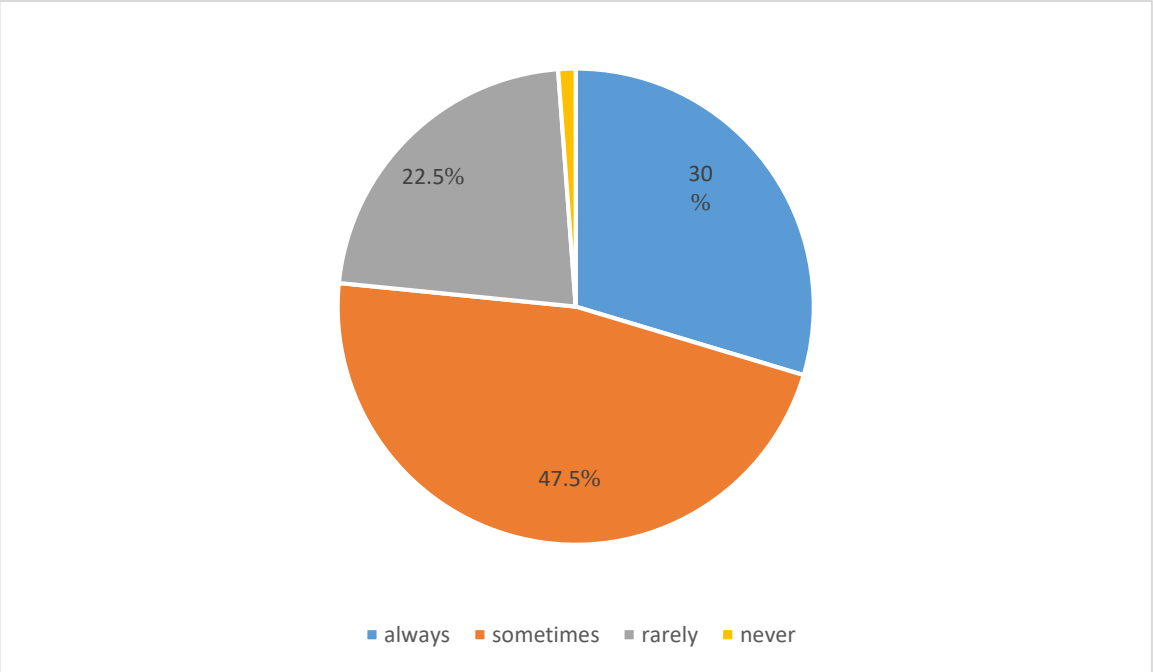
Question 5: Do you enjoy speaking classes?

Option	Number	Percentage %
Yes	36	90%
No	4	10%
Total	40	100%

Table 5.5: enjoy speaking classes

The table shows that 90% of participants enjoy speaking class very much. From this, we could notice that most of the students enjoy speaking because they are free of sharing their ideas, opinions, and express their thoughts without being afraid, it highlights that the participants have high self-esteem. While the other 10% do not enjoy speaking sessions, this is due to lack of vocabulary, being stressed and anxious while speaking, feeling shy especially females, afraid of making mistakes, further, feeling uncomfortable while performing in front of males since this category studied in unigender schools. Another factor, which is a lack of acquaintance and familiarity with other class members, and it is a mark of lack of confidence.

Question 6: How often do you participate in oral expression sessions?



Graph 5.1: students' participation in oral sessions

From the graph below, it seems that (30%) of informants always participate in oral expression sessions because Participation can help students learn from each other, increasing comprehension through cooperation. This can in turn improve relationships between students and between the student and professor. (47.5%) of students sometimes participate in oral classes when they have the appropriate ideas and thoughts to express, participation actively engages students with the subject matter, pushes them to create concepts, and forces them to show evidence for their claims. Put simply, it makes students work harder. Meanwhile, 22.5% of the informants rarely speak in class when they are asked to participate, to avoid the embarrassment of speaking in front of their peers, also students may struggle with the idea of sharing their ideas in front of a large group of people.

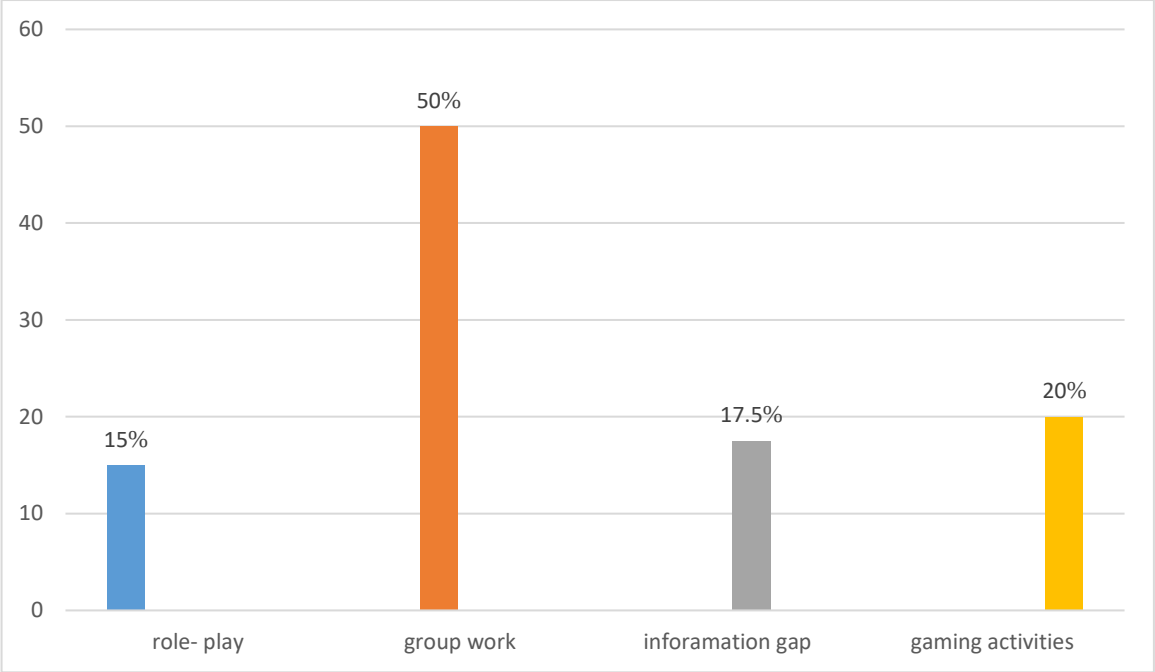
Question 7: do you agree with a saying “to learn a language, you must speak it”?

Option	Number	Percentage
Strongly agree	25	62.5%
Agree	14	35%
Strongly disagree	0	0%
Disagree	1	2.5%
Total	40	100%

Table 5.6: students’ opinion about the saying “to learn a language, you must speak it”

The findings show that (97.5%) percent of the respondents believe that we must speak the language to acquire it, demonstrating students' understanding of the importance of speaking the target language to master it, while (2.5%) percent disagree. So only (1) one student out of forty is opposed to this approach; they may have speaking difficulties but still know how to learn the language.

Question 8: what types of activities do you prefer to participate in the classroom?

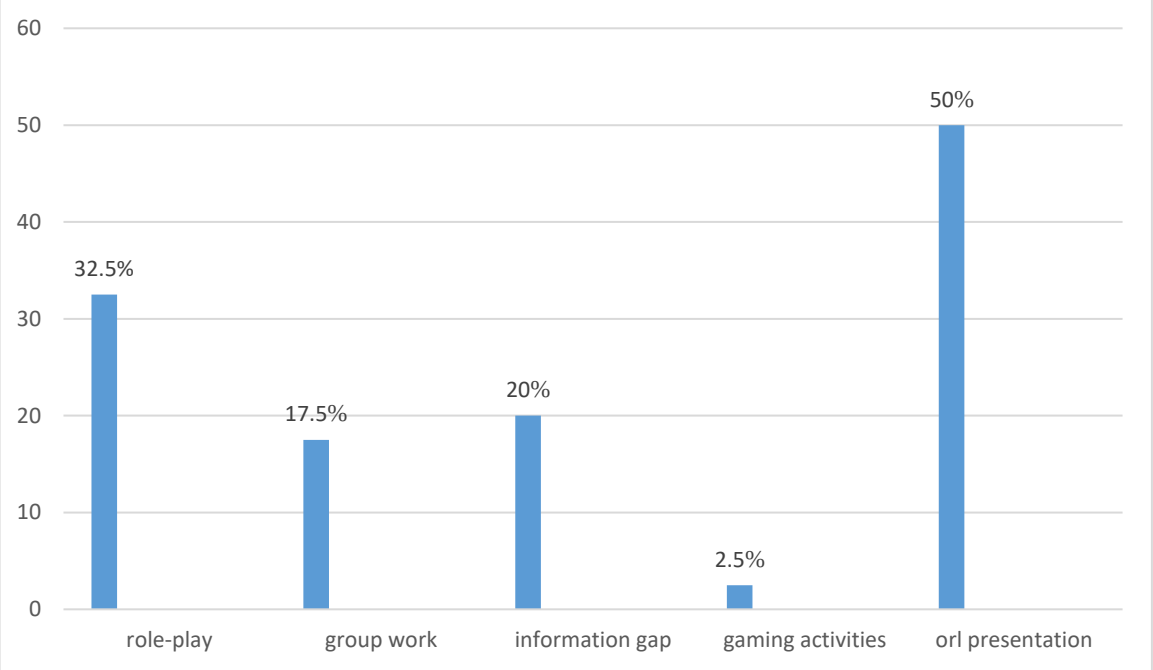


Graph 5.2: speaking activities

According to the result below, 50% of the informants choose group work because students like working together and sharing different perspectives, they perceive learning collaboratively as being an effective and efficient activity, others think that when they work collaboratively they may think of more than one view, they could find the answer in the quickest way possible. (20%) of the participants prefer gaming activities since students became more motivated to learn, using gaming activities in a lesson as part of teaching and learning helps to create positivity around the lesson, motivating students with their participation and creating a positive attitude towards learning. It helps students to become a part of a team as well as take responsibility for their learning. It is a great way to control the competitiveness between peers. Furthermore, (17.5%) like the information- gap, students find it a useful activity since it provides the opportunity for extended speaking practice to learn and increase their vocabulary. The rest (15%) find that role-play is an enjoyable activity to use in speaking class, this technique is an excellent tool for engaging students and allowing them to interact

with their peers as they try to complete the task assigned to them in their specific role. Only one prefers not to engage in these activities because he/she likes to work individually.

Question 9: According to you, in which activity do you find difficulties?



Graph 5.3: Activities that may be difficult for students.

From the table above, it is apparent that the majority of the learners 50% find difficulties in oral presentation; this is due to lack of self-esteem, lack of preparation, standing in front of their mates. (32.5%) feel anxious in the role play, while (20%) feel stressed in information gap, this is mainly because of having an insufficient amount of vocabulary. (17.5%) find hardship in-group working, they may not agree upon one opinion and prefer to work individually. the rest (2.5%) feel anxious while playing games in the classroom.

Section 03: foreign language anxiety

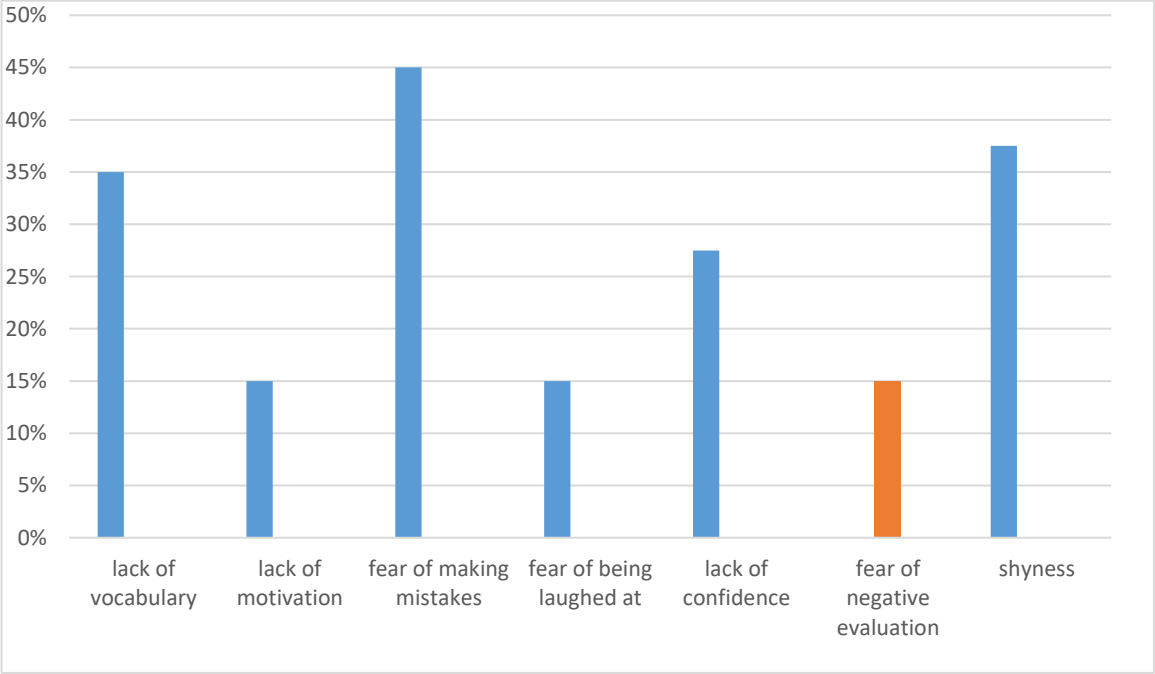
Question 10: have you ever experienced anxiety while performing in speaking class?

Option	Number	Percentage%
Yes	39	97.5%
No	1	2.5%
Total	40	100%

Table 5.7: students experiencing speaking anxiety

From the table above, most of the students (97.5%) experience anxiety, while (2.5%) do not.

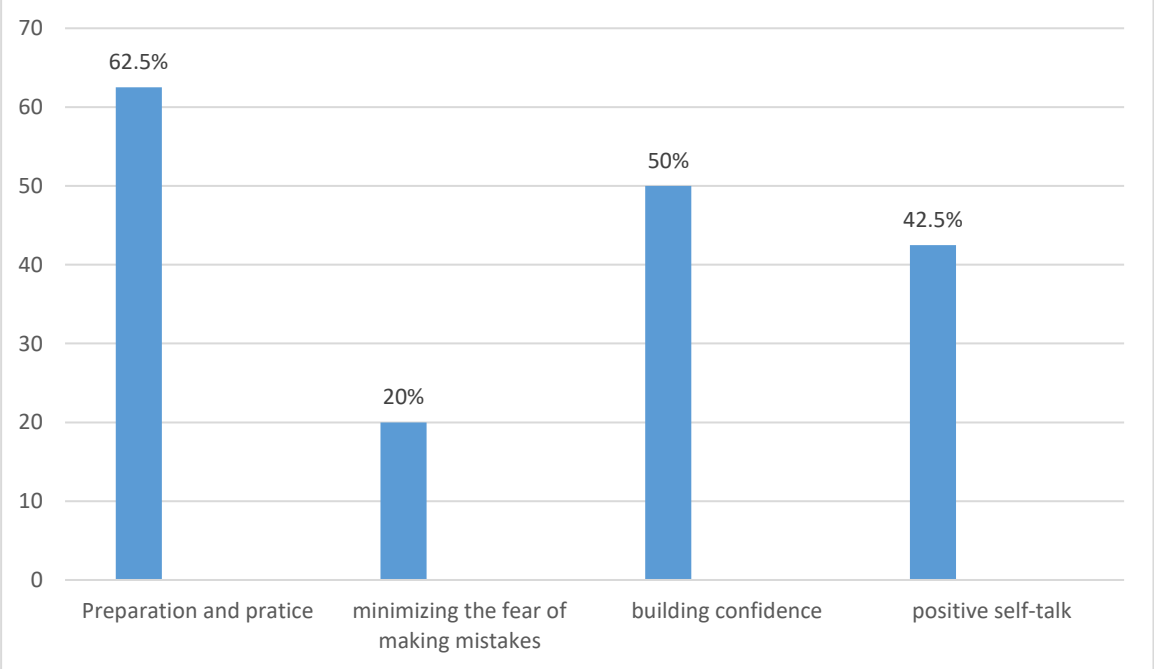
If yes, explain why?



Graph 5.4: causes of speaking anxiety

From the table and column chart mentioned above, we discuss the reasons that make students anxious and afraid while speaking during the oral expression session. We figure out that (45%) of participants feel anxious because of the fear of making mistakes during their performance; they believe that other students may criticize their speaking abilities; therefore, they are hesitant to talk in front of them and make mistakes. (37.5%) of the students indicate that shyness is the reason behind being anxious while performing especially females. (35%) of the participant affirmed that lack of vocabulary prevents them from speaking because they often find difficulties when they try to express what they want to say, they find themselves struggling with their limited words and this limitation of vocabulary affects the amount of their participation in speaking classes. (25%) find out that they feel anxious because they lack self-confidence. (15%) stated that lack of motivation, fear of negative evaluation, and fear of being laughed at are the reasons behind their anxiousness.

Question 11: what are the strategies that you use to overcome anxiety?



Graph5.5: strategies to reduce anxiety

According to the results above, 62.5% of the participants choose preparation and practice as a suitable strategy to reduce their level of anxiety. 50% of the informants find out that building confidence is a good method to overcome anxiety, it allows them to be comfortable while speaking in front of others. Whereas 42.5% think that positive self-talk may minimize their fear of public speaking by encouraging themselves. Only 20% consider minimizing the fear of making mistakes as a useful method that helps students to reduce their stress.

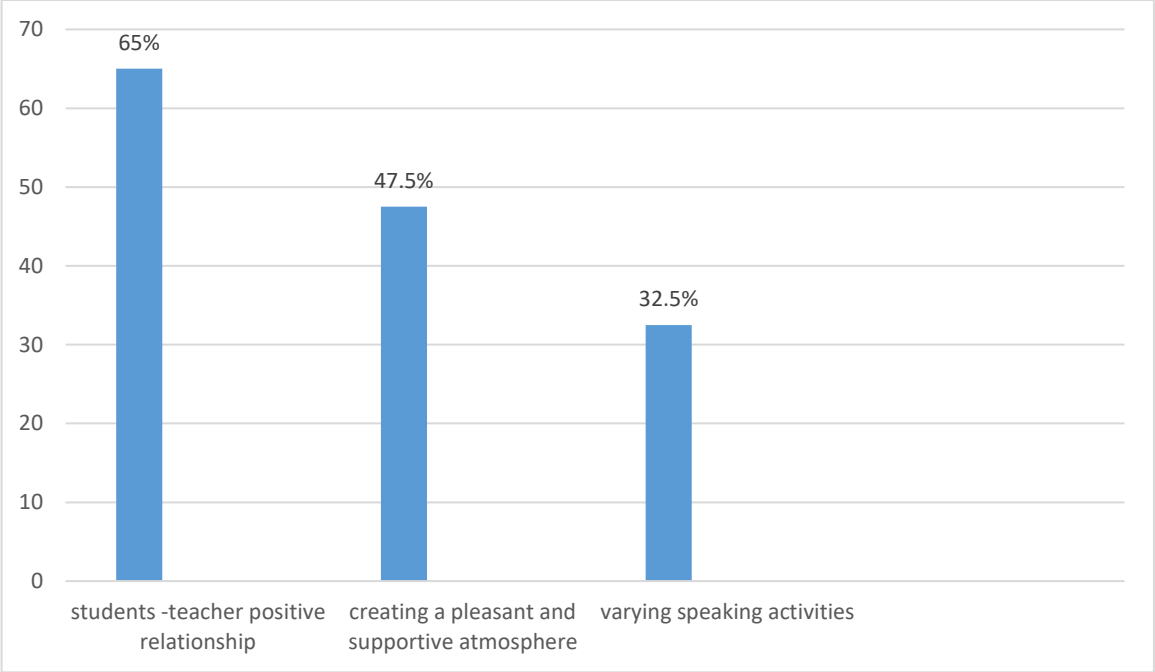
Questions 12: does your teacher motivate you when speaking?

Option	Number	Percentage%
Yes	33	83.5%
No	7	17.5%
Total	40	100%

Table 5.8: teachers' motivation

The table above shows that 83.5% of participants are motivated by their teachers. Meanwhile, 17.5% of students declare that their teachers do not motivate them.

Question 13: what do you want from your teacher to do in order to reduce your anxiety?



Graph5.6: students' opinions about teachers' strategies to reduce students' anxiety.

In this table, we tried to find out if students are aware of what they want from their teacher to reduce speaking anxiety and enhance speaking skills. (65%) of the participants agree that making a good and positive relationship between students and their teachers may enable them to feel relaxed and motivated in their session. 47.5% of the informants reported that creating a pleasant and supportive atmosphere is a good technique that helps them to reduce their anxiety. 32.5% of students prefer the method of varying speaking activities because they find it enjoyable and effective.

5.4. Discussion of findings

The results of the students' questionnaire revealed clear support for the hypotheses of the research's questions. Anxiety among students is considered one of the most serious obstacles preventing the majority of learners from reaching

their goals in learning English as a foreign language. The majority of EFL students do not participate in oral sessions because of their anxiety, they sometimes engage in public speaking only when they are asked to, or when they have the appropriate ideas. This is because of some affective factors such as fear of making mistakes, fear of being judged by teachers, and fear of being laughed at. Hence, females are highly affected by foreign language anxiety, for many reasons; first, females tend to be very shy, they find difficulties in speaking in front of students and teachers. Second, most female students studied in Unigender School since Medea city lacks mixed school, so when they study at university they find hardships when speaking or performing in front of males.

Learners consider motivation as an important element to enhance their speaking performance, the results indicated that oral expression teachers could play an important role in reducing students' anxiety via encouraging and motivating them, creating a positive and pleasant classroom atmosphere to improve and develop their speaking of English. They could feel relaxed and motivated in class when they have a good and positive relationship with their instructor. Moreover, Students believe that motivation improves self-esteem and confidence by assisting them in improving their speech performance in the classroom.

6. Teachers' Questionnaire

Question 1: Teachers' Gender

Option	Number	Percentage
Male	7	70%
Female	3	30%
Total	10	100%

Table 6.1: teachers' gender

From the table above, it is clear that this questionnaire was addressed to seven males with the percentage of (70%), and three females with the percentage of (30%).

Question 2: How long have you been teaching?

The average teaching experience of the participants is seven years, the shortest period of teaching is one year and half, and the longest one is thirteen years. From this result, it can be said that the gathered data about the study is reliable since the participants are aware of students' level of anxiety in speaking skill. Thus, they are able to manage their students' level of anxiety and know how to deal with this kind of situations.

Question 3: As a teacher, do you think that oral expression is a difficult module to teach?

Option	Number	Percentage %
Yes	4	40%
No	6	60%
Total	10	100%

Table 6.2: teaching speaking module's difficulty

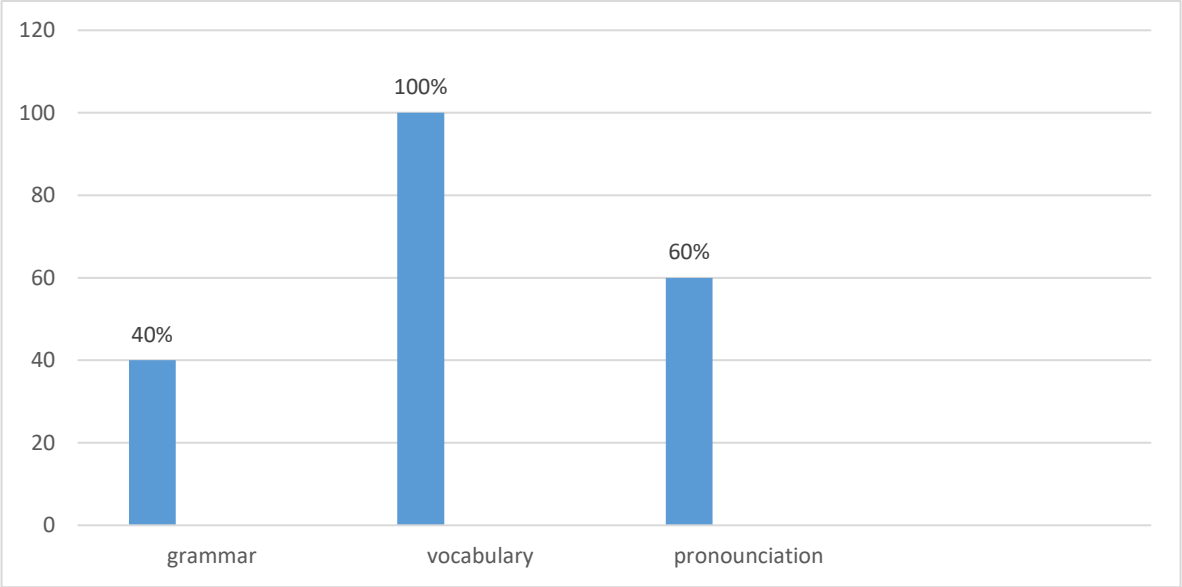
From the results above, it is shown that the majority of the participants (60%) stated that oral expression is not a difficult module to teach, while the rest of them (40%) declared that teaching oral expression is difficult, due to many reasons, which are as follow:

According to the types of students (extroverts or introverts), a teacher needs to vary his/her class activities because some students are visual and others are auditory. Therefore, it is going to be difficult in taking each student's circumstances.

- Oral expression is considered a skill, not a knowledge.
- It is more difficult with adult learners, mostly due to psychological barriers (shyness, low self-esteem, anxiety, and fear of being judged)
- Oral expression is the output that relies on input, namely listening. The lack of listening is the reason why many students struggle with speaking.

- The lack of equipment in classrooms, such as computers, screens or projectors and loudspeakers at least. In our department, we do not even have the basic requirement of a normal classroom, such as doors, windows, light, window curtains, “calm”, not to mention the crowded classes.
- Weak vocabulary, weak grammar, and poor self-confidence.

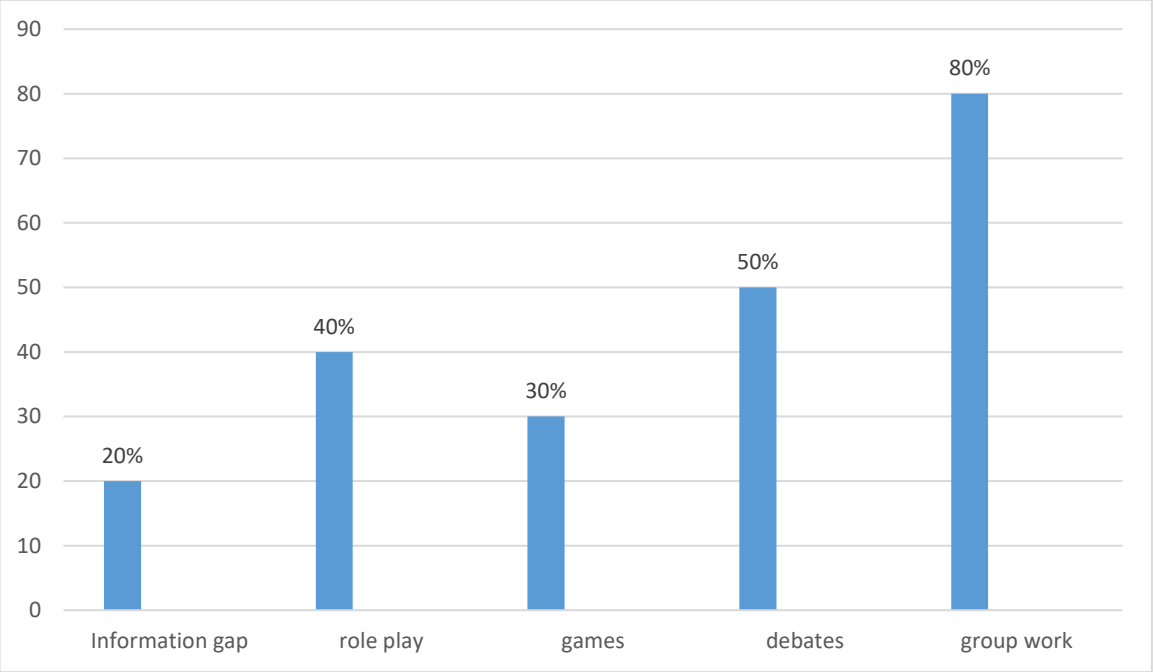
Question 4: what do you think is most needed item(s) for teaching speaking?



Graph 6.1: most needed item(s) for teaching speaking

From the histogram above, the whole participants (100%) agree upon vocabulary as the most needed item for teaching speaking. (40%) of the informants choose grammar. (60%) of them find that pronunciation is an important component for teaching speaking. According to some teachers, teaching oral expression is not about teaching, in the traditional sense, it is more about training. Vocabulary and pronunciation are important, among other things, such as fluency and pragmatic skills.

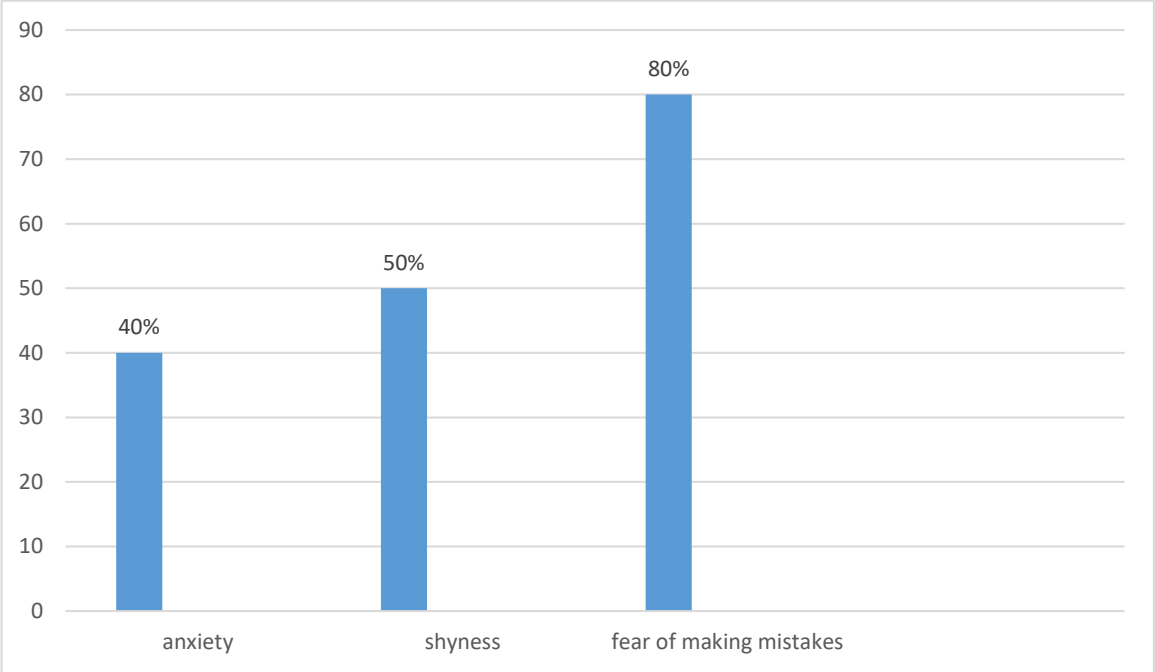
Question 5: which types of speaking activities you usually use?



Graph 6.2: speaking activities used by teachers.

The graph above illustrates the speaking activities that are used by teachers. (80%) of the participants agree on using group work, this kind of activity improves students' capacities by working collaboratively. (50%) prefer debates since it allows students to share their opinions and perspectives freely. (40%) of the participants use role-play, this indicates that it is a helpful and enjoyable activity. As for games, (30%) of teachers adopt this activity, since it makes students more active and excited. Only (20%) select the information gap as a speaking activity.

Question 6: according to you, what are the obstacles that hinder students when speaking?



Graph 6.3: obstacles that hinder students' speaking performance.

The histogram above shows that the most challenging obstacle that hinder students' speaking skill is fear of making mistakes (80%). (50%) of the instructors agree upon shyness as a hindrance to students' speaking. (40%) of them find that anxiety is a serious barrier that most students suffer from.

Question 7: How do you motivate your students in order to make them speak?

Teacher one:

- I explain how humans acquire languages.
- I always insist on constant listening (input).
- I explain to them that consistency in listening is a key, because acquiring good speaking skills takes time and patience.

- I encourage those less active students to take part in the activities.
- I rely also on pair and group work to help shy and reluctant students to break the ice and overcome their psychological barriers.

Teacher 2:

- I try to make them feel comfortable.
- I try to tolerate making mistakes.
- I emphasize on cooperative learning techniques.

Teacher 3:

- By dividing them into small groups, and Initiate rivalry between them; the quickest and right group gets the whole mark.

Teacher 4:

- I try to involve group working because when they work with their friends, they are less shy.

Teacher 5:

- Through encouraging them to use the target language inside and outside classrooms and praising them when speaking correctly.

Teacher 6:

- I push them to speak by asking direct questions.
- Giving them freedom to choose topics.

Teacher 7:

- I motivate my students by pushing them to work in groups.
- Involvement in different activities such as role-playing.

Teacher 8:

- I tell them that mistakes do not determine their level of speaking.
- I encourage them to speak more.

Teacher 9:

- Through asking questions about themes in which they are interested.
- I encourage them when they answer correctly, and I do not focus on every single mistake.

Question 8: Do you think that the role of the teacher is essential in enhancing students' performance?

Option	Number	Percentage%
Yes	10	100%
No	0	0%
Total	10	100%

Table 6.3: the role of teachers in enhancing students' performance

The result shown in the table above indicates that all the participants agree upon the idea that the role of the teacher is important in enhancing students' speaking skills, because teachers motivate students to develop and produce sentences without hesitation and anxiety, thus they rely on teachers' advice and correction. Teachers encourage students to speak their minds; they make sure that students feel comfortable and eager to get their ideas across. Teaching oral expression is more about training and not passing knowledge to students, so the type of activities done in classrooms is important. Moreover, the teacher can set a better classroom culture. Explaining that it is ok to make mistakes or feeling uncomfortable during speaking class.

Question 9: in your opinion, who is more affected by foreign language anxiety?

Option	Number	Percentage %
Males	4	40%
Females	6	60%
Total	10	100%

Table 6.4: the most affected category by foreign language anxiety.

The table above shows that (60%) of the informants stated that females are more affected by foreign language anxiety, this goes back to culture; girls are prohibited to speak with a male. In addition, it is because of their personality, males tend to manage their anxiety more than females. While (40%) declare that the most affected by foreign language anxiety, because they are present in courses with less important numbers in comparison with female students, especially those who are shy.

Question 10: according to your teaching experience, does mixed class affect students' oral performance?

Option	Number	Percentage%
Yes	8	80%
No	2	20%
Total	10	100%

Table 6.5: mixed class affect students' oral performance

The table above shows that most of the informants (80%) argue that mixed class affects student's oral performance especially shy boys. The rest (20%) of the participant state that mixed class does not influence students' speaking skill.

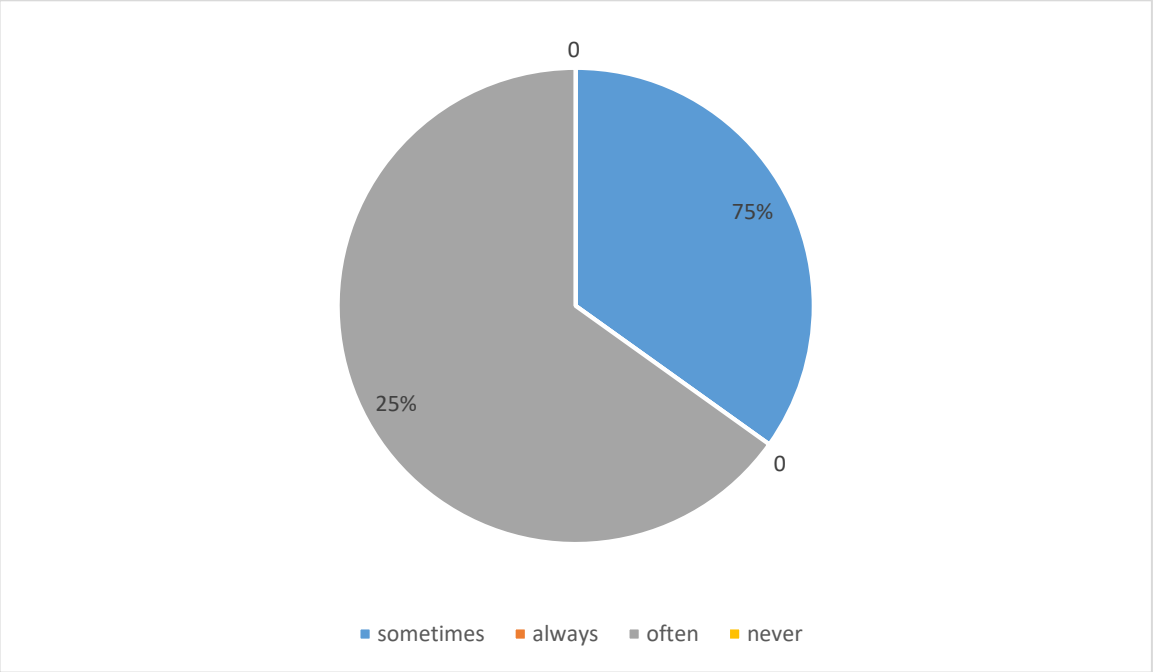
Question 11: do your students experience anxiety in the classroom?

Option	Number	Percentage%
Yes	10	100%
No	0	0%
Total	10	100%

Table 6.6: students experience anxiety in the classroom.

All the participants (100%) declare that their students experience anxiety in their session of oral expression due to their personality, introverted and shy students.

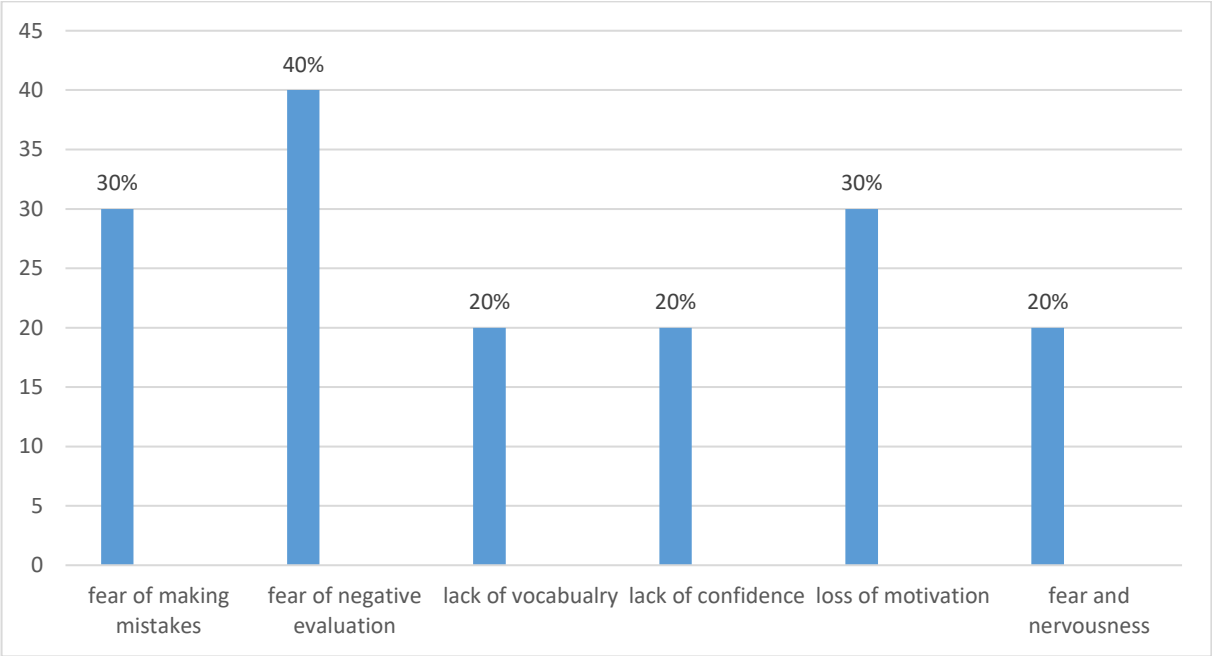
If yes how?



Graph 6.4: teachers' opinion about how their students experience anxiety.

According to the graph, (75%) of the informants state that their students sometimes experience anxiety in their class. While the other (25%) say that, they often face this issue.

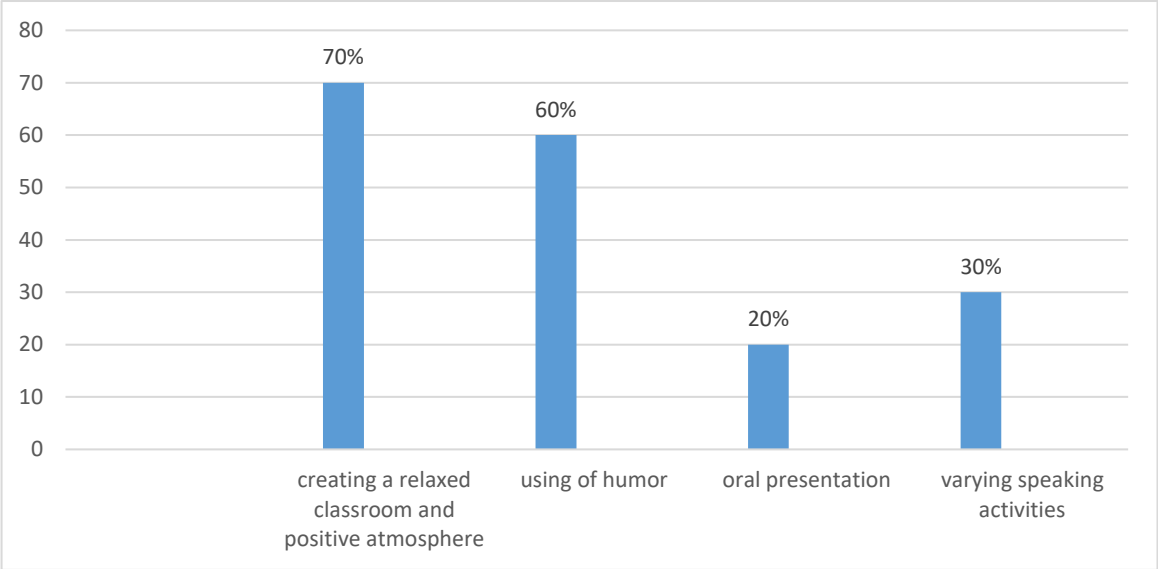
Question 12: what are the causes of students' anxiety?



Graph 6.5: causes of anxiety

The result shows that (40%) of the participants select fear of negative evaluation as being the main cause of student's anxiety. (30%)find out that fear of making mistakes and loss of motivation is the reason why students feel anxious while performing orally. (20%) argue that lack of vocabulary, lack of confidence, and fear and nervousness can result in students' speaking anxiety. We conclude that anxiety is caused by a variety of causes. Furthermore, we believe that teachers are aware of the elements that contribute to their learners' speaking anxiety.

Question 13: what are the solutions that can be used in order to reduce anxiety?



Graph 6.6: solutions to reduce anxiety

Very interesting data gathered through this item, all the teachers agree about certain strategies to reduce foreign language anxiety. The result shows that (70%) of the respondent choose to create a relaxed classroom and positive atmosphere as necessary technique that the teacher adopt to minimize students' level of anxiety. (60%) of the informants argue in using humor can decrease anxiety. (30%) prefer conducting speaking activities to help the students to lower their stress while performing. Only (20%) select oral presentation as an effective technique.

Some other techniques suggested by teachers:

- Encouraging students to speak about debatable topics with each other, group working and presentations are also good ways to reduce anxiety to EFL learners.
- The emphasis on cooperative learning techniques where students are exposed to a more relaxed environment between peers that help them to tolerate making mistakes.
- The more you motivate your students the more you reduce anxiety.

- The students are supposed to make mistakes to learn, and they are not asked to achieve native speakers' proficiency.
- The use of games and icebreakers.
- Keep students active, set a positive atmosphere as best as they can and use different speaking such as storytelling, group work, and class discussion.

These responses show that teachers understand the importance of their involvement in lowering students' speaking anxiety. They also demonstrate that they are well versed in the methods that can be used to assist their students in overcoming their nervousness. We can conclude that teachers can reduce anxiety in their classrooms.

6.4. Discussion of the findings

Furthermore, the results of the teachers' survey supported the previous findings, revealing that anxiety is one of the most challenging psychological difficulties that the majority of learners face. Most teachers agreed upon that the main causes of anxiety are fear of making mistakes, and fear of negative evaluation. The hypothesis "females are highly affected by foreign language anxiety" is confirmed since teachers find that females have a high level of anxiety, because of their personality, males tend to manage their anxiety more than females.

In addition, the instructors are aware of these difficulties, so they try to help the students reducing their anxiety by following certain motivational strategies such as creating a relaxed classroom and positive atmosphere; as a necessary technique that the teacher adapts to minimize students' level of anxiety. The emphasis on cooperative learning techniques where students are exposed to a more relaxed environment between peers helps them to tolerate making mistakes. Encouraging group work, varying speaking activities, giving students opportunities to speak, and teacher-students pleasant relationship, as a result,

teachers and students must collaborate to establish a pleasant and fun environment, discuss interesting and new topics, respect and assist one another to relieve anxious learners and help them increase their speaking fluency.

7. Pedagogical Implications and Recommendations

Recommendations for Teacher

- Teachers should motivate their learners and push them to participate and involve them in the tasks.
- Keep students active, set a positive atmosphere as best as they can .
- Using different speaking activities such as storytelling, group work, and class discussion.
- A good relationship should be constructed between teachers and students to create a relaxed atmosphere.
- They must provide more opportunity for the students to participate through giving them the chance to choose the topic.

Recommendations for English branch of Medea University

- Administer of the English branch is required to provide laboratories for students to hold the oral expression session.
- Administration is required also to provide technology equipment such as computers, screens, and projectors to facilitate the task for both the teacher and the student through the learning process.

Recommendations for Foreign Language Students

- Students should practice the language both inside and outside the classroom to improve their oral production and communicative ability.
- Students should learn how to accept both negative and positive feedback when mistaking.

Conclusion

This chapter was devoted to the description of the research design, population, sampling, and data gathering tools. It was also an attempt to answer the research questions and the hypotheses put forward through the analyses of both, the students' and the teachers' questionnaires. According to the findings, the central hypothesis, which says that females are affected by foreign language anxiety more than males, is confirmed. The other two hypotheses are also approved. The results proved that the main causes of speaking anxiety are fear of negative evaluation and fear of making mistakes. Anxiety has a great impact on student speaking performance; hence, it can be decreased by using motivational techniques.

GENERAL

CONCLUSION

General conclusion

Speaking is a fundamental skill, in foreign language learning. As a result, high oral competency is necessary for effective English learning. Despite this, many EFL students struggle with this language competency. This is primarily due to EFL students' speaking anxiety. Many psychologists assert that more than half of foreign language learners experience some degree of anxiety. The current study explores the effect of gender related anxiety on EFL learners 'speaking skills. It tended to shed light on whether this phenomenon has a negative impact on students' speaking skills, in other words, there is a relationship between anxiety and speaking performance. Moreover, this study had as a goal to demonstrate if females are highly affected by foreign language anxiety or males.

This work consisted of three chapters. The first chapter was devoted to the literature review that provided an overview of speaking skills. It aimed to define the key concept of the research. The second chapter provided a discussion about anxiety and oral performance from different angles. The practical chapter dealt with the research methodology, research design, population, sampling, data collection techniques, data analyses, and discussion of the results.

This research work also aimed to clarify and identify the common causes such as fear of making mistakes, fear of negative evaluation, and shyness that prevent first year English students from enhancing and developing their speaking skills. In addition, it suggested some strategies that are creating a relaxed classroom and positive atmosphere, teacher and students pleasant relationship, so that Students can easily lower their anxiety, participate in

classroom engagement, and improve their speaking skills, to overcome this obstacle.

The findings reveal that anxiety affects students' speaking performance. Females are more impacted by foreign language anxiety than males for a variety of reasons. For starters, females are shyer and have difficulty speaking in front of classmates and professors. Second, because Medea city lacks a mixed school, the majority of female students attended Unigender School. As a result, when they attend university, they face difficulties speaking or performing in front of males. The results demonstrated the importance of motivation that plays a great role in reducing anxiety, in addition, students will be able to manage their fears and improve their performance, and their anxiousness would be reduced if the teacher used appropriate motivational techniques.

The study questions were answered based on the findings, and the three hypotheses that were investigated were confirmed. In addition, certain educational implications and recommendations concerning the research issue have been established.

To conclude, the majority of first year English students face a serious issue that is anxiety, which is considered by them as the major affective variable hindering students' achievement. As a result, to reach the proficiency level, students should be motivated to speak and enhance their speaking skills.

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Appendices

Appendix I

Students' Questionnaire

This questionnaire is an attempt to collect the data needed for the sake of accomplishing a master dissertation in which we are investigating **"*the Effects of Gender Related Anxiety on EFL Students Speaking Skills".*** Your most appreciated contribution is expected to be honest and straightforward. Please read all the questions before answering and you are kindly requested to fill this questionnaire by ticking the appropriate box/boxes.

Thank you for your collaboration.

Section one: General information

Put □ in the suitable place:

1. Gender: Male ☐ female ☐
2. Your choice to study English at university:

   Personal ☐ parental ☐ it was not my preference ☐
3. How do you evaluate your English?

   Good ☐ average ☐ weak ☐
4. Did you study in mixed school (males and females) or Unigender School (only males or only females)?

   Mixed school ☐ unigender school ☐

Section two: speaking

5. Do you enjoy speaking classes?

   Yes ☐ no ☐

   If your answer in no, why?

   ……
   ……
   ……
   ……

6. How often do you participate in oral expression sessions?

   Always ☐ sometimes ☐ rarely ☐ never ☐

7. Do you agree with a saying "to learn a language, you must speak it"?

   Strongly agree ☐ agree ☐

   Strongly disagree ☐ disagree ☐

8. What types of activities do you prefer to participate in the classroom?

   Role-play (to act the role of, to play a role). ☐

   Group work (work done by a group of people in collaboration) ☐

   Information gap (it is an activity where students are missing information necessary to complete a task and must communicate with their classmates to fill the gaps). ☐

   Gaming activities (games designed with educational purpose). ☐

9. According to you, in which activity you find difficulties

   Role paly ☐ group work ☐ information gap ☐

   Gaming activities ☐ oral presentation ☐

Section three: foreign language anxiety

10. Have you ever experienced anxiety while performing in a speaking class?

    If yes, this is due to:

    Lack of vocabulary ☐ lack of confidence ☐

Lack of motivation ☐ fear of negative evaluation ☐

Fear of making mistakes ☐ shyness ☐

Fear of being laughed at ☐

11. What are the strategies that you used to overcome anxiety?

Preparation and practice ☐ building confidence ☐

Minimizing the fear of making mistakes ☐ positive self-talk ☐

12. Does your teacher motivate you when speaking?

Yes ☐ no ☐

13. What do you want from your teacher to do in order to reduce your anxiety?

Students- teacher positive relationship ☐

Creating a pleasant and supportive atmosphere ☐

Varying speaking activities ☐

Thank You!

Appendix II

Teachers' Questionnaire

YAHIA FARES UNIVERSITY OF MEDEA

FACULTY OF FOREIGN LANGUAGES

QUESTIONNAIRE INTENDED FOR TEACHERS OF ENGLISH AT THE ENGLISH SECTION

Dear teachers,

This questionnaire aims to gather the necessary information to complete a Master's dissertation in which we examine "***The Effects of Gender Related Anxiety on EFL Students' Speaking Skills***". We would be grateful if you could answer these questions to help us in our research.

Thank you in advance.

Put a tick □ in the suitable place:

1. Gender: Male ☐ female ☐

2. How long have you been teaching? ……

3. As a teacher, do you think that oral expression is difficult module to teach?

Yes ☐ No ☐

If yes, please explain why

……

……

……

4. What do you think most needed item for teaching speaking?

Grammar ☐ Vocabulary ☐ Pronunciation ☐

5. Which types of speaking activities you usually use:

Information gap ☐ Games ☐

Role - play ☐ Debates ☐

Group work ☐

Other suggestions……

6. How do you motivate your students in order to make them speak?

……
……
…

7. According to you, what are the obstacles that hinder students when speaking?

Anxiety ☐ Shyness ☐

Fear of making mistakes ☐

8. Do you think that the role of the teacher is essential in enhancing students' performance?

Yes ☐ No ☐

Please explain

……

……

….

9. Do your students experience anxiety in the classroom?

Yes ☐ No ☐

If yes, how

Always ☐ sometimes ☐

Often ☐ never ☐

10. In your opinion, who is more affected by foreign language anxiety?

Male ☐ female ☐

11. According to your teaching experience, does mixed class affect students' oral performance?

Yes ☐ No ☐

12. What the causes of students' anxiety?

Fear of making mistakes ☐ Fear of negative evaluation ☐

Lack of vocabulary ☐ Nervousness and fear ☐

Lack of self-confidence ☐ loss of motivation ☐

13. What are the solution that can be used in order to reduce anxiety?

Creating a relaxed classroom ☐ Positive atmosphere ☐

Using of humor ☐ Varying speaking activities ☐

Oral presentation ☐

Other suggestions….....

……

……

……

Thank you very much for your cooperation!

الملخص

يعتبر التحدث من أهم المهارات في تعلم اللغة الإنجليزية. يمكن أن يساعد طلاب اللغة الإنجليزية كلغة أجنبية على تحسين أدائهم الأكاديمي من خلال تسهيل تعلم اللغة. إلا أنّ هناك العديد من الطلبة يجدون صعوبة في التحدث ويظهرون تحصيلاً ضعيفًا في كفاءتهم اللغوية، ومن المعتقد أن هذا يرجع إلى «القلق النفسي". يهدف هذا البحث إلى التحقق من الاختلافات المحتملة بين قلق لدى الذكور والإناث ومن هم أكثر تأثراً، واستكشاف العوامل الرئيسية للقلق، وإيجاد حلول لمتعلمي اللغة الإنجليزية كلغة أجنبية للتغلب على مشكلة القلق. لهذا الغرض، تم إجراء دراسة حالة مع طلاب السنة الأولى للغة الإنجليزية في جامعة يحيى فارس -المدية-. اعتمدت هذه الدراسة على الطريقة المختلطة، وهي الطريقة الأنسب للتعامل مع هذا الموضوع، ولتأكيد فرضيتنا أو رفضها. علاوة على ذلك، تم تصميم استبيانين رئيسيين لكل من المعلمين والطلاب كأفضل أداة لجمع قدر كبير من البيانات. وأظهرت النتيجة أن القلق يصيب الإناث أكثر من الذكور وذلك لعدة عوامل منها الخوف من ارتكاب الأخطاء والخوف من التقييم السلبي والخجل. والأهم من ذلك، أن المعلمين مطالبون باستخدام استراتيجيات فعالة، وتقديم أنشطة مناسبة لمساعدة طلاب اللغة الإنجليزية كلغة أجنبية على تقليل مستوى القلق لديهم وتحسين مهاراتهم الشفوية.

الكلمات الدلالية : مهارة التحدث، الخوف من اللغة الأجنبية، الجندر.