Investigating Teachers’ and Students’ Attitudes toward the Role of Audio-visual Aids in Minimizing EFL Learner’s Anxiety in Oral Performance: The Case of Second Year LMD English Students, at Larbi Ben Mhidi University, Oum El Bouaghi.

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Language Sciences and Teaching English as a Foreign Language.

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Dedications

In the Name of Allah, the Most Merciful, and the Most Compassionate

This work is dedicated:

To my beloved parents for their unconditional love and support,

To my brothers: Mohammed and Hasni

To my beautiful sisters: Fatima and Fadila

To all my intimate friends for whom I wish all the best

To all my classmates and acquaintances,

And all my family
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Abstract

The core of this dissertation seeks to investigate teachers’ and students’ attitudes toward the role of audiovisual Aids in minimizing EFL learners’ anxiety in oral performance. For the sake of confirming the hypothesis adopted in this study that both teachers and students will have positive attitudes towards the role of audiovisual aids in lessening EFL students’ anxiety in oral performance. The method being used in this research is the descriptive one. This method attempts to depict the use of audiovisual aids as the independent variable and its effectiveness on minimizing student’s anxiety in speaking skill as the dependent variable. The data of this research were collected through two questionnaires in which one is distributed to be filled by 50 second year LMD students in which 25 students from each class and the other for teachers who teach oral expression at English Department of Oum El Bouaghi University. The results have demonstrated that teachers’ and students’ perspective hold positive attitudes regarding the learners implementation of audiovisual aids and its effectiveness in increasing students’ self confidence and lessen their anxiety. In the light of the results, the earlier stated hypothesis was successfully confirmed in that teachers and students have positive attitudes towards the role of audiovisual aids (AVAs) in minimizing learners’ anxiety in oral performance. We can deduce from the results of the questionnaire that students’ use of audiovisual materials has an obvious and inarguable positive effect on areas of speaking skill, particularly increasing students’ self confidence and minimizing their anxiety.

Keywords: Audiovisual Aids; Oral Performance; Anxiety; Teachers’ Attitudes Students’ Attitudes; Speaking; Self Confidence.
List of Abbreviations

1. AVA: Audio-Visual Aid
2. CLT: Communicative Language Teaching
3. EFL: English Foreign Language
4. FL: Foreign Language
5. GAD: Generalized Anxiety Disorder
6. LEFL: Learning English as a Foreign Language
7. OCD: Obsessive-Compulsive Disorder
8. PAD: Panic Anxiety Disorder
9. PTSD: Post-Traumatic Stress Disorder
10. Q: Question
11. TEFL: Teaching English as a Foreign Language
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General Introduction

Statement of the Problem

One of the main goals of learning foreign languages, particularly English which has become a lingua franca in many parts of the world, is the ability to communicate effectively with other speakers of this target language. Thus, speaking skill is considered as an essential skill that requires to be mastered it even reflects how well EFL students acquire the English language.

However, the majority of students experience a kind of anxiety in their expressing themselves orally especially when they talk in front of others in classrooms. Being anxious hinders the foreign language production and has a negative effect on the student’s performance. Since it is the era of digitalization and with the advance of technology, the development of educational tools for Fl learning has a great impact on student’s performance. Besides, many theorists agreed on integrating of AVAs in language classroom and their capability for enhancing students’ learning. It is known that the application of AVAs may employs the direct use of more than one sense, they help for a better understanding, and make students feel less anxious especially when performing oral tasks. AVAs is known as a helpful material because student is going to face his fear during their oral performance. Thus, student depends on using one of materials during their tasks. Therefore, we are going to examine and investigate audio-visual aids’ role in minimizing the learners’ anxiety, and enhancing speaking skill.

Purpose of the Study

This study investigates the role of audiovisual aids on the learners’ oral anxiety. Firstly, it aims at investigating teachers’ and students’ perspectives toward the use of AVAs. In addition to that, it sheds the light on investigating the role of AVAs in helping students to
overcome the difficulties and enhance their speaking skill. Finally, to make students know that the development of speaking skill requires more attention and more practice.

**Research Questions**

The current study addresses the following questions:

1. What are teachers’ and students’ perspectives toward the use of audio-visual aids?
2. Does the use of audio-visual aids lessen the learners’ anxiety?
3. Does the use of audio-visual aids in an oral performance enhance the students’ speaking skill?

**Research Hypothesis**

Basing on the previous questions giving insight in the problem raised in this study, the following research hypothesized that:

- Teachers will have positive attitudes towards the role of audio-visual aids in minimizing oral performance anxiety.
- Students will have positive attitudes towards the role of audio-visual aids in minimizing oral performance anxiety.

**Methodology**

The participants of this research are second year students and teachers from the department of English at the university of larbi Ben M’Hidi, Oum El Bouaghi, in which 50 of those students were chosen randomly to receive a questionnaire while 17 of teachers were also given a questionnaire to answer it.

In this study, two questionnaires were administered, one for teachers who have been teaching oral expression, to make sure that their responses are the product of experiences through interacting with different students. The second questionnaire was directed to second
year learners at the department of Oum El Bouaghi in order to investigate their attitudes towards the role of audiovisual aids in minimizing their oral anxiety. This population has been chosen for two reasons: The first reason is that second year students have already studied at least one year at university level, thus, they would have probably experienced working with audiovisual aids in different courses. Therefore, we expect them to have developed opinions and attitudes toward these pedagogical aids. The second reason is that second year students have a course in oral expression which is not the case of third year students. The syllabus of oral expression course at second year consists of different activities that involve the use of audiovisual aids.

**Structure of the Study**

The research is divided into two chapters; the first one is devoted to the theoretical part, whereas the second chapter is specified for the practical one.

The first chapter consists of three sections. The first one dealt with speaking skill including its definition, its elements, and the main factors that affect learners’ oral performance. This part also shed the light on its main characteristics, and the relationship between speaking and others skills, besides showing types of classroom oral performance. It also discussed the role of teachers in teaching this skill and how to assess and evaluate students’ oral performance.

The second section sheds the light on one of the most common problems that EFL student’s encounter which is anxiety. This part begins with definition, its classifications, types of anxiety, and its theories such as learning, cognitive, psychoanalytic, and biological theory. At the end, this section also shows the main sources of anxiety.

Whereas the last section in the theoretical part deals with audio-visual aids by showing the theoretical and methodological aspect for using such aids in language teaching. Besides, it
discussed their importance, their classification, and their principles. This section also explained the main obstacles which prevent their use. Finally, it shed the light on the most common tools used by students in performing their oral tasks.

The second chapter was devoted to the practical part. Firstly, it dealt with the tools used for the investigation. It also showed a description of the target population and the sample on whom the current research is carried out. Besides, this part provides a description of both teachers and students questionnaires. In addition to that, it dealt with the analysis of the results of both questionnaires (teachers and students). Moreover, it provides a discussion of the data collected that would help in confirming or rejecting the hypothesis adapted in this research. This chapter also shed light on the pedagogical implications and the limitations of the study.
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Section One: Speaking Skill

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Introduction

Teaching English as a foreign language (TEFL) involves teaching receptive skills (listening, reading) and productive skill (writing, speaking). One of the most important skills is speaking which is considered as the basis for communication. It is regarded as the process of delivering information, ideas, emotion, and thoughts. It is helpful for being good communicators. However, speaking skill is a complex process among other skills, but even though EFL students seek to master it.

So, this section gives a general overview about the speaking skill which includes the following elements: the definition of this skill, then its elements and the main factors that affect speaking. Next, it provides its main characteristics followed by the various types of classroom speaking performance. In addition to that, the section deals with the relationship between speaking and other language skills. Besides, the role of teachers is also emphasized with the process of assessing speaking skill.

1.1. Definition of Speaking Skill

Speaking is one of the four basic competences that it is also named the productive oral skill. Speaking skill consists of producing “systematic verbal utterances” to convey meaning (Bailey, 2003, p. 48). It has a crucial role in a communication in which it is a process that involves the development of a particular type of communication skill as maintains by Chaney (1998) “The process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts”(p. 13 as cited in Bahadorfar & Omdar, 2014). In communication process, EFL students have to be aware about many things such as the meaning of utterances that utter, in which context, and with whom they communicate, as states by Florez (1999) “Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabularies…But also that they
understand when, why, and in what ways to produce Language (pp.1-2, as cited in Bailey, 2008, p. 126).

According to Levelt (1989), speaking involves four main processes: conceptualization, formulation, articulation, and self monitor. It explains that conceptualization refers to planning the message content and includes the knowledge about the topic, speech situation and knowledge of pattern discourse whereas formulation is related to the finding of words and phrases for expressing the meaning. Articulation as a third process involves the control of the organ articulation such as lips, tongue, teeth, alveolar palate, velum glottis, and mouth cavity. Finally, the ability of self correcting mistakes is the last process.

Moreover, mastering speaking skill means carrying out a conversation with others giving ideas, and exchanging information with the interlocutor. Luoma (2004) points out that speaking ability in a foreign language is at very heart of human interaction, at home, at school, at work…etc.

1. 2. Elements of the Speaking Skill

Speaking skill is the ability to use the language in oral form. It is regarded as a complex skill to be acquired regarding to its components. In the analysis of speech process, it is combined of five elements: pronunciation including vowels, consonants, stress, and intonation, grammar, vocabulary, fluency, and comprehension. Understanding the speaking elements is important stage to be a fluent speaker, they require knowing language features and how to process information as states by Harmer (2001) “the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot” (p. 269).

1.2.1. Language Features:

The following are some elements that are necessary for spoken productions.
1.2.1. Connected Speech:

It is the combination of many processes as maintains by Harmer (2001) “in connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened” (p. 269).

-Linking: Matching vowel to vowel, consonant to vowel, or consonant to consonant.
-Elision: it is the process whereby a sound disappears or being not clearly articulated in certain context. It can be either between vowels by being stressed or unstressed, or between consonants such as “t” and “d” consonants which are in the middle of cluster of three consonants in a word in this case these sound will not be pronounced.
-Assimilation: It is the process of simplification by which a speech sound is influenced by the surrounding sounds to make them more similar such as the consonant /n/ changes to /m/ depending on the consonant that follows as an example one beer is pronounce /w ʌmbi (r)/.

1.2.1.2. Expressive Devices

Harmer (2001) asserts that “native speakers of English change the pitch and stress of particular parts of utterances” (p. 269). The majority of those devices help students to convey meaning, and allow them to be more expressive. The purpose behind changing the pitch and intonation is to express certain feelings and to convey what they want (i.e.) their intended meaning.

1.2.1.3. Lexis and Grammar

Lexical elements are essential for the use of the language. Learners realize that lexical items can work with it as a useful tool to help in producing more accurate and fluent utterances. According to many researchers, learning a language is the learning of meaning. However; lexis and grammar are considered inseparable in nature and completely
interdependent. In which lexis consists of word meaning patterns, while grammar consists of structures. Accordingly Harmer (2001) states:

Spontaneous speech is marked by the use of a number of common lexical phrases especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval (p. 269).

EFL learners attempt to apply certain kind of utterances in order to be more effective in their communication. Those kinds of utterances may differ according to the way of context because their way of expressing ideas will not be as the way of surprising or disagreeing. That is why learners change their way relying on applying different phrases of surprising, shock, disagreeing, and approval …

1.2.1.4. Negotiation Language

This process plays an important role in communication in which negotiation is a technique of discussing issues and reaching a conclusion. Harmer (2001) states “effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying” (p. 269). In negotiating one has to use well structured sentences to convey a clear message and comprehend it.

1.2.2. Mental Processing

It is not sufficient for speakers’ productive ability to involve only the knowledge of language skills but also relying on processing skills. According to Harmer, this process occurred by three operations: language processing, interacting with others, and information processing.
1.2.2.1. **Language Processing**: It explains by Harmer (2001), effective speakers require to process language in their mind in a coherent order for being comprehensible and more conveying to meaning.

1.2.2.2. **Interaction**: Being a good speaker depends on carefully listening to others, in other words, there should be an interaction between two or more persons when one speaks the other listens and vice versa.

1.2.2.3. **Information Processing**: It is a process of changing information with the aim of understanding human thinking in relation to how they process the same kind of information. The speaker should also be aware about the moment they get the information.

1.3. **Factors Affecting Speaking Skill**

There are many factors affecting EFL learners’ speaking skill. The following are some of them:

i. **Learner Inhibition**

   This factor is the most common problem encountered by the learner in the language acquisition process. Students may be worried about making mistakes, being criticized in front of the rest of the class which leads to make a lot of mistakes in spite of having very good knowledge and keeping silent.

ii. **Lack of Motivation**

   It is another reason that hinders learners’ participation and leads to poor practice. Brown (2000) defines motivation as “the anticipation of reinforcement” (p.73). It means the absence of reinforcement may lead to poor learning and lessen students’ motivation in speaking. He points out that behaviorist psychologist as Skinner and Watson would stress the role of reward in motivation. In other words, motivation may be boosted by rewards.
iii. **Lack of Confidence**

Another common problem seen in the EFL learners is lack of confidence. This problem prevents learners from acquiring the speaking skill and it is believed that achieving fluency cannot be possible for those who lack confidence and have low self-esteem.

iv. **Improper Listening Skills**

The following problem encountered EFL learners in second/foreign language acquisition is listening skill. This type of skill plays an important role in the development of speaking abilities. In fact, every speaker plays a dual role—both as a listener and as a speaker. There should be an interaction between the speaker and the listener and each one should understand what the other said to be able to answer. So, speaking skill is strongly related to listening skill. Nation and Newton (2009) assert that “listening is the natural precursor to speaking; the early stages of language development in a person’s first language are dependent on listening” (p.37).

v. **Anxiety**

Mayer (2008) defines anxiety as “a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger. The experience of anxiety is unique for each person, but it does have general physical and emotional characteristics” (p. 4).

In other words, speaking a foreign language often leads to anxiety when speaking in public. It is one of the most negatively influential variable that are considered as a strong emotion of fear, stress and apprehension which prevents learners from successfully learning and especially speaking the foreign language.
vi. The Influence of the Mother Tongue

The influence of mother tongue becomes a major hurdle in the learning process. When the learners are asked to perform a speaking activity, they immediately start thinking about the topic in their mother tongue and then translate it into English.

vii. Building Rapport

A good relation between teacher and learners is essential to strengthen the learning process. It becomes effective in friendly atmosphere.

viii. Methods of Teaching

Teachers usually adopt different methods of teaching according to learners’ needs. However, teaching methods sometimes can be boring which leads to inability to learn a second/foreign language.

ix. Appropriate Vocabulary

One of the main problems that most of the EFL students’ confront is the unknown subject matter. They may encounter unrelated subject matter to anything they know, or boring subjects. This phenomenon may reveal because students’ inability to look for appropriate vocabulary to fit into the context.

1.4. Characteristics of Speaking Performance

English speaking classrooms have many problems which lessen the chance of achieving accuracy and fluency. Therefore, most of the teachers’ interest in making students fluent and accurate speakers. In this context, Richards and Rodgers (2001) state that “fluency and acceptable language is primary goal: accuracy is judged not in the abstract but in context” (p. 157). Hence, accuracy and fluency are two criteria that characterize oral performance.
1.4.1. Fluency

EFL students attempt to be fluent speakers in which they can speak fast and make pauses in appropriate places. Tricia (2000) claims that “the term fluency relates to the production and it is normally reserved for speech together with facility and without strain or in appropriate showiness, or undue hesitation” (p. 54). Whereas Thornbury (2005) points out that there are two significant factors in the perception of fluency, one of them is speed and another is the length of run. He also states that speakers use a number of productive strategies in order to provide at least the illusion of fluency. One of them are called “pause fillers” such as “uh” and ”um” and another is named «vagueness expressions» like sort of, I mean. In addition to that, they use repetition device in order to gain formulation of time by repeating one word at the place of a pause.

1.4.2. Accuracy

It is the correct use of language system including their use of grammar, pronunciation, and vocabulary appropriately; there are three aspects of language teaching.

➢ **Grammar:** It is one aspect of language teaching; it is regarded as a study of language structures which describe the rules that govern the form of sentences and students acquire grammar to arrange correct sentences in conversation.

➢ **Pronunciation:** It is one category to assess learners’ ability. It is student’s capacity to produce clearer language when they speak. That is why Thornbury (2005) defines pronunciation as “the production of individual sounds, the appropriate linking of words and the use of stress and intonation to convey the intended meaning” (pp. 128-129).

➢ **Vocabulary:** It is another factor used in language teaching. Therefore, learners cannot express their ideas or communicate effectively if they do not have sufficient vocabulary.
1.5. The Relationship between Speaking and other Skills

Speaking, writing, listening, and reading are essential four skills in acquiring any language and having communicative competence. Indeed, speaking and writing are productive skills whereas listening and reading are receptive skills. However; there is a natural link between them. Thornbury (2005) maintains “speaking needs to be practiced in conjunction with other skills which suggests an integrated skills approach” (p. 118). The relationship between productive and receptive skills also appears in the real world in which the task of communication involves listening, writing, and reading skill. He explains the interrelationship of the skills by providing the example of immigration to foreign country. The immigration is not to speak or just answer the questions; people are also required to complete some information in some places, following signs, and making a customs declaration and so on...

1.6. Types of Classroom Speaking Performance

According to Brown (2000), there are six types of oral production:

1.6.1. Imitative

It is one type of speaking performance; it means the ability to imitate a word, phrase, or sentences. This type helps learners to enhance their lexical items and grammatical terms. In other words, learners will perform what they have heard in order to focus on some particular element of language form. Brown (2000) asserts that a drill is a part of the language classroom communication in which they offer students an opportunity to listen and repeat.

1.6.2. Intensive

It is a second type of speaking performance that goes beyond imitative the type; it includes any speaking performance that is normally expected to be practiced. Brown (2000) states that an intensive activity can be self initiated or part of some pair work activity. Intensive tasks include directed answers, reading aloud, and dialogue completion.
1.6.3. Responsive

It is a task which includes an interaction and comprehension between two participants. Students may answer teachers’ question or students initiate questions or comments such as

Teacher: how are you, today?   → Student: good, thanks.
Student: what did he say in the first point? → Student: I was not sure.

1.6.4. Transactional (dialogue)

Brown (2000) asserts “transactional is an extended form of responsive language” (p. 273). It is type of a task used to convey or exchange specific information.

1.6.5. Interpersonal (dialogue)

Student’s task is making a conversation in order to maintain social relationships.

1.6.6. Extensive (monologue)

A monologue can be planned in order to make students’ speaking more formal and deliberative. It includes speeches, oral presentations, and storytelling.

1.7. Classroom Speaking Activities

According to Thornubury (2005), the main characteristics of communicative activities are:

1. The activity should be motivated in order to achieve the outcomes.
2. The activity takes place in real time in order to assess the language.
3. The participants’ interaction by taking the role of a listener as well as a speaker.
4. The language used should not be restricted.

There are many tasks teacher use in order to enhance students’ speaking skill, and provoke student’s interest and motivation. Some of the common activities used in the classroom are the following:
1.7.1. Communication Games

The main goal of teacher is to provoke communication between students. In order to create a good atmosphere, teachers design some games such as puzzle, finding similarities and differences between pictures. Harmer (2001) suggests that teachers may import television and radio games into classroom. The most effective game is when the teacher divides classroom into two teams. Harmer (2001) calls it as “Call My Bluff” in which the first team produce a word that is unknown by other team. They check the right definition from a dictionary then add two incorrect definitions; the second group will try to find the correct one.

1.7.2. Discussions

It is an activity that teachers attempt to promote inside classroom. However, this activity may fail if the students are passive and refuse to give an opinion in front of the class or unable to think of anything to say. Therefore, Harmer (2001) suggests some strategies to avoid such problem such as “buzz group” which means quick discussion before public explanation, and another one is “instant comment” by responding fluently and immediately to say the first thing of what they think.

1.7.3. Prepared Talk or Presentation

It is an interesting activity for both listeners and speakers. The latter planned a topic to say in an appropriate form, and the listener will interact, ask questions to discuss the subject being presented. This activity requires a participant to stand in front of other colleagues and speaking. It is a case in which it is needed to respond to questions from the floor.

1.7.4. Questionnaires

It is a useful activity especially if it is preplanned, the questioner and the responder always have something to say, they exchange ideas, and discuss them.
1.7.5. Simulation and Role Play

Role play is the most common activity in the classroom, and Harmer (2001) asserts that it is effective if it is open ended. In 1976, Wilkins points out that:

Role play is likely to be a most important technique in teaching to a national, and particularly a functional syllabus. It will ensure that all utterances are properly contextualized and it will require the learner to exhibit the very language behavior that we have defined as the principle objective of language learning (p. 81).

Role play is the most motivating activity that provokes students’ interest. Therefore, students are asked to act out a script from a play. Teachers attempt to create a good atmosphere for acting. This strategy is helpful for teachers to discover the shyest students. However, students “need time to rehearse their dialogue before they are asked to perform” (Harmer, 2001, p. 271).

On the other side, simulation according to Jones (1982, as cited in Harmer 2001, p. 274) has some characteristics:

- Students have to think of themselves as real participants in the situation (reality of function).
- A simulated environment is the classroom.
- Students must be given the necessary information to carry out the simulation effectively.

1.8. The Role of the Teacher

The important role of the teacher is to create a good atmosphere for learning. Therefore, the roles of the teacher have changed and proceed to meet students’ needs. According to Harmer (2001):
Teachers use many metaphors to describe what they do. Sometimes they say they are like actor ‘we are always on the stage’; others think they are like orchestral ‘because I direct conversation and set the place and tone’ yet others like gardeners ‘because we plant the seeds and then watch them grow’ (p. 56).

Richard and Rodger (as cited in Nunan 1989) point out that teacher’s role is related to many things:

- Teachers are expected to fulfill such roles as directors, counselors, or models.
- The degree of teacher responsibility for content of the lesson.
- The relationship between teacher and learners.
- The degree of teacher’s control over the learning process.

This role is changing from time to time to create appropriate ways for learning process. Teacher can as:

- **Controller**: Teachers may play a role of teller, organizer, and reader. They limit their roles as a transmitter of knowledge to their students. Controller can be efficient when teacher gives explanation, organize questions, and answer work, lecturing, make announcements and bring a class to order.

- **Prompter**: The main problem of student is carrying away communication. They sometimes lose their ideas and keep thinking in what is coming next. Teachers’ role is to give their students an opportunity to collect their information or give them suggestion to what they want to say.

- **Participant**: Teachers should behave as a guide in classroom discussion in order to produce new information for the continuity of the activity and to create a good atmosphere
of learning, however, teachers also should not exaggerate in participation and let their students talk and take part more than them.

- **Feedback Provider**: Giving feedback may positively encourage students to participate as it may affect them negatively. So, teachers should be careful of when and how to give feedback in oral performance.

**1.9. Assessing Speaking Skill**

EFL curriculum is specially based on teaching speaking skill; this productive skill is a complex process related to its nature. Therefore; teachers interest in designing a course by focusing more on speaking skill and how it should be assessed. Indeed, there are many researchers who made studies about the assessment of speaking skill. Lindsay and Knight (2006) state “assessment is the process of analyzing and measuring knowledge and ability, in the case, the learner’s knowledge of the language and ability to communicate” (p. 121). In other words, teacher assesses learners’ speaking through their knowing of knowledge and their communicative competence reflects their level.

On the other side, Thornbury (2005) considers placement test as an initial step for judging or assessing students’ ability. He points out that this process helps teacher to differentiate between students who have specifics needs to those who are not aware of what they speak. Teachers recognize the importance of assessment in order to provide important information for making a progress in their students’ ability.

In addition, speaking ability may be assessed into two ways (Thornbury, 2005). One is called holistic scoring and the other is the analytical scoring. He defines the first by “giving a single score on the basis of an overall impression” (p. 127). In the other side, the analytical scoring is defined as “giving separate score for different aspect of the tasks” (p. 127). Thornbury (2005) emphasizes that learner’s speaking ability is also assessed by a kind of test.
One of them called Certificate in English Language Speaking Skill Test (CELS) in which grammar, vocabulary; discourse management, pronunciation, and interactive communication are taken into account. Teachers play an important role in assessing students’ oral production.

**Conclusion**

Education process relies on teaching and learning the four skills. Speaking skill is the essential skill for communication. It is considered as the process of transmitting ideas orally in different situations particularly in classroom. Hence, there is no doubt that speaking English language became a central goal of the majority of English learners. Besides, it is the main challenging for EFL students. Thus, the majority of the learners encounter many problems that obstruct their learning to speak like fear of making mistakes in front of the teacher, lack of self-confidence, anxiety, deficient vocabulary and so on... The teacher plays a significant role in overcoming those obstacles and encouraging them to take part in the classroom.
Section Two: Anxiety

1.2.1. Definition of Anxiety

1.2.2. Classification of Anxiety
   1. 2.2.1. Trait versus State
   1.2.2.2. Debilitating versus Facilitating

1.2.3. Types of Anxiety
   1.2.3.1. Generalized Anxiety Disorder
   1. 2.3.2. Panic Anxiety Disorder
   1. 2.3.3. Post Traumatic Stress Disorder
   1.2.3.4. Obsessive –Compulsive Disorder
   1.2.3.5. Social Anxiety Disorder
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1.2.4. Theories of Anxiety
   1.2.4.1. Learning Theory
   1.2.4.2. Cognitive Theory
   1.2.4.3. Biological Theory
   1.2.4.4. Psychoanalytic Theory

1.2.5. Sources of Anxiety
Introduction

In fact, EFL learners come across many obstacles that affect their oral performance. Anxiety is one of the main psychological problems that hinders students’ acquisition of the English language particularly their speaking ability. Anxiety can be a natural feeling in some cases, but most of the EFL students feel anxious and stressed when they are required to do an oral performance.

This section tackles the literature review about anxiety. Thus, it provides a definition of anxiety. Then, it points out the main classification of psychological factor followed by its main types. This section also provides an explanation of the main theories of anxiety. Finally, it sheds the light on the main sources of anxiety.

2.1. Definition of Anxiety

“[...] learning a foreign language is not an abstract exercise of memorizing vocabulary and applying grammatical rules. The learner must also face the stress and ambiguities of communicating within the parameters of an unfamiliar culture” (Liu, 2006, p.13). Indeed, anxiety is a universal human experience; it is a natural reaction towards stressful situation. In fact, the intelligent students also are apprehensive and nervous when communicating in a second/ foreign language as it is stated “speaking publicly in the target language has been found to be particularly anxiety provoking, even for learners who feel little stressed in other aspect of language learning” (Hortwiz, 1995; MacIntyre & Gardner 1989, as cited in Lui, 2006, p. 13).

This psychological factor is a normal and a real part in life as points out by Mayer (2008) that “Everyone experience anxiety” (p. 1), and all people at their stages either an adult or a child experience a kind of anxiety.
Furthermore, Huberty (1997, as cited in Haynes, 2007) defines anxiety as a unique emotion characterized by feelings of distress, apprehension, and tension about real situation that may manifest their affect in cognitive, behavioral, or physiological patterns. Strictly speaking, this psychological factor is a complex emotion that cannot be prevented and may influence and appear in person’s behaviour as the inability to do something as well as it may have a physiological effect such as: headache, shortness breath, sweatiness where as cognitive sides may appear in the lack of concentration and memory attention.

Many researchers define anxiety according to two sides. On one hand, it is a positive emotion that can motivate students, aid them to change their life or situation, and let them focused under pressure. Mayer (2008) explains “Anxiety is a normal aspect of life and of being human, and it has a positive side to it too…it is one of the driving forces that can help” (p. 2). So, anxiety is a positive emotion that plays a big role as a motivator to enhance students learning by expecting of future’s threat.

Moreover, other researchers assert that anxiety can be regarded as a threatening event and feeling of fear that inhibit the learning process. Rachman (2004) is one who defines anxiety as “the tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense” (p. 3). Strictly speaking, anxiety becomes a problem which causes an emotional pain, suffer and disrupt students learning.

In addition, EFL students will suffer from an anxiety disorder. The latter have an impact on their daily life and cause especially EFL students suffer in the process of learning a foreign language. They are unable to learn the four skills and especially speaking. Anxiety is defined by Mayer (2008) “as a state of intense agitation, foreboding, tension and dread, occurring from a real or perceived threat of impending danger” (p.4). Hence, Mayer (2008)
points out that every student who wants to reach an optimal performance should not be controlled by anxiety, but should learn how to take control of it.

- **Anxiety versus Fear**

  Fear and anxiety are two terms used interchangeably, but in fact they are totally different. Rachman (2004) asserts that two terms are different and states that there are three main points which may aid in making the distinction: the causes, duration, and maintenance of fear and anxiety. Fear is defined as “external, specific, and definable” (Mayer, 2008, p.3). In this sense, fear is an emotion and a reaction to specific danger, it can be controllable. On the other hand, anxiety is “nonspecific; it is intangible in nature, there is no real bodily danger” (Mayer, 2008, p.3). So, the latter may manifest as an expectation to what will happen in the future, there is nothing specific requires to be worried. “Anxiety is diffuse, objectless, unpleasant, and Persistent” (Rachman, 2004, p.3) and uncontrollable. Rachman (2004) clarifies the differences and similarities between fear and anxiety in the tables below:

  **Table 1. Similarities between Fear and Anxiety (Rachman, 2004, p. 5).**

<table>
<thead>
<tr>
<th>Similarities between fear and anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation of danger or discomfort</td>
</tr>
<tr>
<td>Tense apprehensiveness</td>
</tr>
<tr>
<td>Uneasiness</td>
</tr>
<tr>
<td>Elevated arousal</td>
</tr>
<tr>
<td>Negative affect</td>
</tr>
<tr>
<td>Future oriented</td>
</tr>
<tr>
<td>Accompanied by bodily sensations</td>
</tr>
</tbody>
</table>
Table 2. The Differences between Fear and Anxiety (Rachman, 2004, p.5).

<table>
<thead>
<tr>
<th>Fear</th>
<th>Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Present danger</td>
<td>• Anticipated danger</td>
</tr>
<tr>
<td>• Specific focus of threat</td>
<td>• Source of threat is elusive</td>
</tr>
<tr>
<td>• Understandable connection</td>
<td>• Uncertain connection between anxiety and threat</td>
</tr>
<tr>
<td>between threat and fear</td>
<td></td>
</tr>
<tr>
<td>• Usually episodic</td>
<td>• Prolonged</td>
</tr>
<tr>
<td>• Circumscribed tension</td>
<td>• Pervasive uneasiness</td>
</tr>
<tr>
<td>• Identifiable threat</td>
<td>• Can be objectless</td>
</tr>
<tr>
<td>• Provoked by threat cues</td>
<td>• Uncertain onset</td>
</tr>
<tr>
<td>• Declines with removal of threat</td>
<td>• Persistent</td>
</tr>
<tr>
<td>• Offset is detectable</td>
<td></td>
</tr>
<tr>
<td>• Circumscribed area of threat</td>
<td>• Uncertain offset</td>
</tr>
<tr>
<td>• Imminent threat</td>
<td>• Without clear borders</td>
</tr>
<tr>
<td>• Quality of an emergency</td>
<td>• Threat seldom imminent</td>
</tr>
<tr>
<td>• Bodily sensations of an emergency</td>
<td>• Heightened vigilance</td>
</tr>
<tr>
<td>• Rational quality</td>
<td>• Bodily sensations of vigilance</td>
</tr>
<tr>
<td></td>
<td>• Puzzling quality</td>
</tr>
</tbody>
</table>
2.2. Classification of Anxiety

Language anxiety according to many researchers is classified into two kinds:

2.2.1. Trait vs. State Anxiety

Anxiety can be classified into a trait and a state anxiety; they are known as a fundamental tenet of Spielberger’s theory (1983). On one hand, trait anxiety is explained as a feeling of worry in which it is stable over time and becomes as phobia (as cited in Khodadady & Khajavy, 2013). According to Zeidner (1998),” Trait anxiety is a relatively stable condition of the individual, best conceived as a latent disposition or probability (…)” (p. 293). So, people with trait anxiety suffer from it for a long of time. However, they differ in the degree either low or high degree. Many researchers assert that students with high trait anxiety perceive stressful situations than students in low trait anxiety. (Man, Táborský, & Spielberger, 2005). On the other hand, the latter is regarded as an emotion which changed from moment to moment. It differs from one situation to another. Dörnyei (2008) states that “trait anxiety refers to a stable predisposition to become anxious in a cross-section of situations; state anxiety is the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation” (p. 198).

2.2.2. Debilitating vs. Facilitating Anxiety

According to Scovel (1978), anxiety is classified into debilitating and facilitating anxiety (as cited in Khodadady & Khajavy, 2013). The latter does not impede the learning process, while debilitating anxiety has a negative effect on the students learning. Facilitating anxiety enhances it and motivates the learners to work harder than before. In other words, anxiety can be classified into two parts according to their influence on individual’s condition.
2.3. Types of Anxiety

Anxiety is a term used commonly to describe an emotion of worry and fear. According to much psychiatric, human anxiety have many diversity like generalized anxiety disorder, panic anxiety, obsessive compulsive disorder, specific phobia, and social phobia. Gask and Graham (2014) point out generalized anxiety is a feeling of unsafe and uncertainty. Whereas panic anxiety is a feeling of specific fear or phobia associated with physical symptoms. They also state that obsessive-compulsive disorder (OCD) and post-traumatic stress disorder (PTSD) are also included among the anxiety disorder. Further, it is stated that the main differences between GAD and other anxiety disorders is on the measurement of worry and the negative symptoms (Brown, 1997).

2.3.1. Generalized Anxiety Disorder (GAD)

It is a type of anxiety that is common for both genders. Its main characteristics are chronic, excessive, and uncontrollable. GAP is not specific because people usually fear about general situations such as getting married, divorced or widowed, and work in which they worry from being unemployed and so on… Therefore, Carney and Edinger (2010) mention that GAD is characterized by excessive anxiety and pervasive worry. They point out that its symptoms are reflected in three criteria. Criterion A specifies excessive anxiety about a number of matters that must be frequent. Criterion B indicates that the worry is difficult to be controlled. Criterion C stipulates the occurrence of related symptom including insomnia, restlessness, and fatigue, a weakness of concentration, irritability, and muscle tension.

2.3.2. Panic Anxiety Disorder (PAD)

PAD is a type of anxiety that is characterized by intense fear or error. As any type, panic anxiety also has its symptoms, since it is one of the psychophysiology difficulties (Callahan, 2001, as cited in Vitasari, Abdul Wahabb, Othman, Herawand, & Sinnaduraie, 2021).
In this sense, Carney and Edinger (2010) state that there are autonomic and cognitive-emotional symptoms in panic attack. Autonomic symptoms include dizziness, choking, palpitations, trembling, chest discomfort, chills, hot flashes, stomach upset, and sweating. However; cognitive–emotional symptoms include losing control, going crazy…

2.3.3. Post Traumatic Stress Disorder (PTSD)

It is considered as another type of anxiety disorder that individuals’ condition will be exposed to unexpected events. The current evidence suggests that PTSD is a relatively debilitating form of mental disorder (Carney & Edinger, 2010). According to Rachman (2004), the main symptoms of PTSD include disturbances of memory, elevated arousal, avoidance, and fear or horror. These symptoms last for a long time after distressing events such as a natural disaster, an accident, or a violent attack.

2.3.4. Obsessive-Compulsive Disorder (OCD)

It is a type of anxiety that is characterized by spontaneous, recurring, and upsetting thoughts. Rachman (2004) points out that “OCD consists of repetitive, intentional, stereotyped acts, such as compulsive hand washing and repetitive, unwanted, intrusive thoughts of an unacceptable(…)”(p. 25). It is a common, chronic and long-lasting disorder in which a person has uncontrollable behaviour in which he/she feels the urge to repeat over and over. Therefore, there are obsessions and compulsions symptoms in OCD. On one side, common obsessions symptom include repeated thought like fear of contamination, taboo thoughts involving sex, religion. On the other side, common compulsions include repeated behaviours that someone with OCD feels the urge to do in response to a first kind of symptoms such as excessive cleaning, arranging things in precise way.
2.3.5. Social Anxiety Disorder

It is also named as social phobia. The latter is defined as a frequent debilitating condition characterized by a markedly persistent fear and avoidance of one or more social situations involving exposure to unfamiliar people (Carney & Edinger, 2010. p. 42). Marks and Gelder (1966, as cited in Hofmann & Barlow, 2002) assert that “anxious in situations where he or she may be subject to scrutiny by others while performing a specific task” (p. 455). For more clarification, someone with social anxiety means fear of being scrutinized, embarrassed, or judged in public.

2.3.6. Specific Phobia

There are common definitions of specific phobia among many researchers. According to Carney and Edinger (2010), specific phobia is a condition as any type of anxiety characterized by fear and avoiding a specific subject or a situation. Merckelbach and Muris (2001) define it as “irrational and persistent fears of certain objects or animals” (p. 105).

2.4. Theories of Anxiety

Anxiety is a controversial concept that many researchers attempt to make it known. According to Rachman (2004), there are four approaches to anxiety.

2.4.1. Learning Theory (including conditioning theory)

This theory is an approach that is originally found by Pavlov and developed by Watson and Rayner in 1920 and later by Jones in 1924 (Rachman, 2004, p. 61). Some of those theorists such as Pavlov and Watson assert that anxiety can be learned and acquired due to the process of learning. Their works is based on explaining punishment. They point out that “organisms learn to avoid noxious stimuli through some mediating mechanisms” (Strongman, 1995, p. 5). The latter means fear or anxiety. Whereas the process of classical condition is explained through the post analysis of Pavlov and Watson by a conditioned stimulus that is linked with
an unconditioned stimulus that lead to a conditioned response (Strongman, 1995). So, unconditioned means a pain whereas conditioned response means anxiety. In the same context, the theorist Eysenck also adopts the learning theory; however, his approach is different from others. Depending on his view, anxiety is based on two dimensions of personality theory: extroversion / introversion and neuroticism. Strongman points out that “neurotic individual is sensitive to anxiety-provoking stimuli” (1995, p. 5). However; Eysenck asserts that anxiety is partly learned and partly inherited (as cited in Strongman 1955).

2.4.2. Cognitive Theory

Cognition is also taken into consideration in most theories of emotion. According to Stogman (1995), there are two major theories one for Michael Eysenck (1990) and another for Ohman (1993).

2.4.2.1. Eysenck Theory (1990)

M.Eysenck’s view importantly put emphasis on two systems in order to understand the internal factor of anxiety: Cognitive and physiological. He argues that the cognitive system acts as a gateway to the physiological system (Stogman, 1995, p.7). In his theory; he points out the differences of information process in long term memory between people with high and low in trait anxiety.

2.4.2.2. Ohman Theory (1993)

His work is about information processing theory of anxiety. He points out that the information processing sources lead to biologically based defenses that produce the anxiety. Ohman’s theory consists of five aspects: feature detectors, significance evaluator, expectancy system, conscious perception of threat, and arousal system.
Stogman (1995) explains Ohman’s model and states that “stimulus information goes into features detectors which pass the information onto significance evaluators” (p.7). From the figure above, Stogman is eager to explain some points such as:

- Some stimulus features are connected to the arousal system which produces alarm.

Stogman also asserts that information goes on from to the conscious perception system.

- The significance evaluators assess the relevance of stimuli.
- The arousal system gives input to the conscious perception system.
- The expectancy system is based on emotion being organized into memory.
- The conscious perception includes in consciousness.

2.4.3. Psychoanalytic Theory

Freud was the father of this theory and one of the earliest researchers about anxiety. Psychoanalytic theory is very influential especially in applied, clinical setting. According to
Freud, anxiety is a pervasive and critical component of the neuroses (Rachman, 2004, p. 69). He makes his attention on distinguishing between “objective” and “neurotic” anxiety. He explains the first theory as a reaction to expected danger. Strictly speaking, Freud considers anxiety as usual phenomenon which refers to real objects whereas in the other side, in the neurotic anxiety, it is considered as inexpedient and excessive, paralyzing actions (Rachman, 2004, p. 69). In that sight, anxiety is acquired by inheritance or learned at early age but with some changes. Later some psychoanalyst such as Sullivan (1953) puts the emphasis of anxiety into social, interpersonal phenomenon rather than psychic one as Freud’s work. Further, Bowlby (1973) also relates the phenomenon of absence of the mother.

2.4.4. Biological Theory

This approach emphasizes anxiety as a biological factor. Some of the researchers like Lowe and Raad (as cited in Salkind, 2008) directs the main causes that play a big role in the anxiety’s development such as genetics, neurotransmitters, the difference of brain’s structures, illness in the immune system, and behavioral inhibition.

2.5. Sources of Anxiety in Oral Performance

Generally speaking, anxious students may appear in a way of hesitation, pauses, and make many repetitions in the learning process. Therefore, anxiety is an internal factor that differs from an individual to another. This difference is due to a different factor that really has an impact on the learner’s performance and communicative abilities.

According to the previous theories, there are also many factors suggesting the more related causes and may provoke EFL learners’ oral performance:

- Lack of linguistic competence leads students in uncomfortable situation, in which they do not find the suitable vocabulary in the context therefore being stressed and anxious.
- Lack of motivation because it has a crucial role in performing tasks.
-Severe error correction indeed students will be securitized by others.

-Competitiveness and self esteem by comparing themselves with other students, they fear to be unable to communicate as the other do.

-Spontaneous communication and fear of being unsuccessful in the task.

-Previous experience has a great impact on students’ abilities.

**Conclusion**

Speaking is regarded as the most provoking skill that pushes the EFL learners to feel anxious, stressed and reluctant. However, anxiety may either facilitate or inhibit the learning process. This depends on what extent the learners feel anxious, and how the learners react when they experience such feeling because there are some students who make more efforts and perform better when they feel anxious, but, the majority react negatively and do not perform well. For this reasons, both teachers and students should seek for ways that reduce anxiety in the oral sessions.
Section Three: Audiovisual Aids

Introduction

1. 3.1. Definition of Audiovisual Aids.

1.3.2. Aspects in using AVAs in Language Teaching.
   1. 3.2.1. AVA in Communicative Language Teaching.
   1.3.2.2. AVAs in the Direct Method.
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1.3.3. The Importance of AVAs in Education Process.

1.3.4. Classification of AVAs.
   1.3.4.1. Visual Aids
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1.3.5. Oral Performance’s Materials
   1. 3.5.1. Power Points
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   1.3.6.1. The Principle of Selection
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1.3.7. Obstacles in the Use of AVAs at Schools.

Conclusion
Introduction

Everyone involved in education is particularly troubled by the problems of forgetting (Edgar, 1946, p. 22). Teachers and learners attempt to make learning permanent by involving students into the activities, and motivating them. It is known that learning takes place when more senses are stimulated. Technology plays a crucial role in enhancing EFL learners’ level in general. Among the means that are frequently used by both EFL teachers and learners the audio-visual aids. Therefore, audiovisual aids (AVAs) become nowadays important equipments that their use increased in the educational process. They are devices used for illustrating and facilitating the concept of understanding which makes learning vivid. Some of the researchers consider audiovisual aids as part of the curriculum.

This section deals with theoretical part of audiovisual aids. It tackles the definition of the concept of audiovisual aids by shedding the light on the main theoretical and methodological aspects of using those materials in language teaching. This part deals with the importance of using multisensory aids in teaching and learning processes. It also establishes the main classification of audiovisual materials. Moreover; it highlights the main principles for using that kind of equipments. At the end, this section exhibits the main obstacles that face the learners in using such aids.

1.3.1. Definition of Audiovisual Aids (AVA)

The term audiovisual is implied as a combination of two terms, one is audio which refers to what we can hear, and the second is visual which refers to what we can see. In other words, audiovisual aids are considered as devices used in teaching and learning process involving both hearing and sight the language class. Edgar (1946) states that “Audiovisual aids must be understood in their relationship to teaching as a whole and to the learning as a whole” (p. 6). Therefore, this concept may be call as multimedia based education. From other side, it
is considered as a method of teaching designed to improve teaching as well as learning process (Edgar, 1946). This method should be suitable to learning environment. They should be meaningful and purposeful to the subject matter of the process.

Lankapalli (2013) mentions some definitions of audiovisual aids by some researchers such as:

- According to James: “Audio visual aids are any device, which can be used to make the learning experience more concrete, more realistic and more dynamic” (p. 745)
- According to Burton: “audio visual aids are those sensory objects or images, which initiate or stimulate and reinforce learning” (p. 745).
- According to Dale: “Audio-visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials” (p. 745).

Strictly speaking, audiovisual aids are devices used in the process of education for helping teachers and students as well by watching and hearing the information. Those materials play a role in motivating both teachers and students in communicating their ideas.

1.3.2. Aspects of Using Audio-visual Aids in Language Teaching

Many language theories agree about the use of AVAs in language learning as well as in language teaching.

1.3.2.1. Audiovisual Aids in Communicative Language Teaching (CLT)

Communicative language teaching is a theory of language appeared in the late of 1970 and the early of 1980. One of its goals is to teach students how to communicate effectively in the target language. It figures out that CLT aimed to make communicative competence the goal of language teaching and asserts the interdependence of language and communication.
Freeman (2000) points out that students’ problem is the inability to transfer what they learn inside the classroom to the outside world. Therefore, teachers may use authentic materials to expose students to natural language in a variety of situations. They require their students to listen to a live radio, or television broadcast. So, the main focus of teachers is to listen to a tape recording, or watching videos.

1.3.2.2. Audio-visual Aids in the Direct Method

Direct method is applied for many years by language teachers. It became popular when grammar translation method was not effective in preparing students to use the target language. According to Freeman (2000), “it was viewed as a method when the goal of instruction became learning how to use a foreign language to communicate” (p. 23). The basic rule of direct method is no translation; therefore, it encourages the use of audiovisual aids as a material for helping the process of education. Dilker (1978, as cited in Freeman 2000) points out “the meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no resource to students’ native language” (p. 23). All in all, direct method strengths the use of materials in order to transmit the data.

1.3.2.3. Audio-visual Aids in Silent Way

Silent way is the name of a language teaching method. It appeared in the early 1960 by Calb Gattegno. This method encourages learners to go on to create their own utterances. Richards and Rodgers (2001) point out that teacher should be silent as possible but they use charts, rods, and other aids in order to elicit learners’ answers. Richards and Rodgers (2001) assert that “responses to command, questions, and visual clues constitute the basis for classroom activities” (p. 85).
1.3.2.4. Audio-visual Aids in Suggestopedia

It is a method of language teaching also known as desuggestopedia developed by Georgi Lazanov. It is derived from suggestology. Richards and Rodgers (2001) assert that the characteristics of this method are decoration, furniture, and the use of music. Besides, they point out that the centrality of music and musical rhythm to learning is the common feature of suggestopedia. Whereas Geston(1968) suggests three purposes of using music “to facilitate establishment and maintenance of personal relations, to bring about increased self-esteem through increased self-satisfaction in musical performance, and to use the unique potential of rhythm to energize and bring order” (as cited in Richards and Rodgers, 2001, p. 100). So, this method encourages the use of auditory aids as an assistant for learning.

1.3.3. The Importance of Audiovisual Aids in Education Process

Edgar (1946) explains the main reasons of forgetting what we learn. One is the absence of the motives for learning and the other is the lack of any relationship to our lives. Therefore, learning process is difficult especially if it misses clear goals, and adequate practice. So, the chance of permanent learning is low. However, the use of some materials with all kinds either auditory, visual, or both of them, makes it somehow easy and interesting because they help “you learn what you live” (Edgar, 1946, p. 14). So, the main purposes of teaching through audio-visual aids are points out in such cases (as cited in Daniel, 2013, p. 3811):

- Helping to avoid excessive, empty and meaningless verbalization in language.
- Helping students to form clear and accurate concepts.
- Providing variety to teaching.
- Making learning and teaching process more interesting and motivating.
- Creating a good atmosphere for learning and a good relationship with environment.
• Reducing teacher’s talk.
• Giving more clarification for subject matter.
• Saving time and energy.
• For adding creativity.
• To challenge the attention of the listeners.
• To stimulate students’ imagination.
• To facilitate the understanding of the listener.
• To provide incentive for action.
• To create strong engagement between students and the subject matter.

1.3.4. Classification of Audiovisual Aids

Through the term “audiovisual”, teaching and learning aids can be categorized into the following:

• Visual aids such as maps, charts by using power point.
• Auditory aids such as tape recording, music, radio, etc.
• Audiovisual aids like videos, television, films, computer, etc.

1.3.4.1. Visual Aids

Visual media is regarded as a helpful means for special kind of learners, (i.e.) visual learners. Some kind of those learners understand through graphics, charts illustrations, diagrams, and black boards. Those kinds of material influence learners’ eyes. In this modern world, education process is improved via using digital tools. Besides, Iwasaki (2009) writes “Visuals can help dramatize meaning” (p. 3 as cited in York, 2011, p.208).
1.3.4.2. Auditory Aids

Speech is expressed but varying in loudness, pitch, pace, and tone from one person to another and from one situation to another. Therefore, audio can be used to deliver information, convey emotion, motivate and inform students. Those kinds of materials are suited to auditory learners because they focus on the spoken word rather than the written word. The common aid to describe auditory learners is tape recording.

1.3.4.3. Audiovisual Aids

It is known that the interlocutor understands a speech when he watches and hears at the same time. Those kinds of materials are suitable for learners who are interested in getting the information through using both senses of hearing and watching. Wittich and Gagne (2009) emphasize that “speech recognition performance is improved when the task is administered audio-visually rather than only auditory (A-alone) or visually (V-alone)” (p. 165). Such kinds of materials are the most effective to facilitate both learning as well as teaching process. Video is one of the audiovisual aids used mostly in classrooms either by teachers or even by students.

I hear, I forget.

I see, I remember.

(Edwards and Mercer as cited in Rautrao, 2012, p2)

1.3.5. Oral Performance’s Materials

There are many aids used by students in presentations and other activities in oral performance. One of those aids auditory, visual, or audio-visual in which they enhance students' oral performance and strengthen their self trust. The following are the most frequently used:
1.3.5.1. Power Point

Power point is a digital tool commonly used in many classrooms by students in order to present their topics to an audience and make them more interesting. It is useful to create and present students’ topics to make the majority of the concepts more clear. In other words, power point is a way of attracting the audience to speaker’s view and arguments. Power point is a type of presentation in which color text and images with simple animation and sounds are displayed. This kind is known to contain slides with texts, graphics, or other information in which students can easily modify the content or delete the existing one. Therefore, power point is known to offer word processing, outlining, drawing, graphing, and presentation management tool that aids students to not forget their ideas by using the note section to explain the points, (i. e.), without fear of forget. There are some methods to use power point software in classroom according to Rautrao (2012, p. 3):

1. Practice with equipment.
2. Slides should be concurrent with verbal content.
3. Pause to allow audience to redirect attention.
4. Talk to audience.
5. Explain graphics.
6. Use verbal cues for next slide.

1.3.5.2. Videos Materials

Videos are one of the most effective materials that help students to learn specifically a foreign language, varying from one context to another. They are traditional materials used in classroom since 1970 (Lee and Winzenried, 2009).

Harmer (2001) points out that there are many reasons behind using videos. Firstly, through this instruction students see and hear the language. Students need to “observe how
intonations can much facial expression” (p. 282) in order to comprehend the lesson. Secondly, Harmer also states that videos allow students to be aware about the real situation behind their classroom such as understanding body language used in British to invite someone out. Finally, videos are regarded as the most significant tool which increases students’ motivation.

According to Harmer (2001), there are three types of video which can be readily used in the classroom. One video is recorded from television channel and called off-air programs in which they should be comprehensive and suited to the students’ level. The second one is called real–world video in which it is multi-use. Finally, the third type is language learning videos in which they are designed at particular level. However, Harmer states that language learning videos fail because of the situation and the language that are used which are unauthentic or the content is too unsophisticated.

1.3.5.3. Tape Recording

A tape recorder is a device that records and plays back sounds including articulated voices. It may be the researcher’s speech about a specific topic in which students are interested. It is used especially to focus on the speech rather than on the images. It is known that audio recorder is traditional method and schools had audio recorders prior to the1970s (as cited by Lee and Winzenried, 2009). In the process of education, this material has two functions; one is to rehearse a presentation and the second is to record “live” interviews (Kelley&Serb, 1962, p. 30). Students may use tape recording to make live interviews in order to know people’s opinions about current issues.

1.3.6. Principles for Using Audiovisual Aids

For effective learning, learners use audio-visual instruments in the classroom for doing well a task. Of course, there are various principles for using those aids:
1.3.6.1. The Principle of Selection

- AVA should suit the task and the topic.
- They should have specific educational values.
- They should suit the objective.

1.3.6.2. The Principle of Preparation

- Students must receive training in the preparation of aids.
- They may be helped by their teachers.

1.3.6.3. The Principle of Proper Presentation

- Students should carefully visualize the use of aids before their actual presentation.
- They should know about the use and the manipulation of the aids.
- The aids should be displayed properly for others to benefit from it by asking questions and be interested in the task.

1.3.7. Obstacles in the Use of Audiovisual Aids at Schools

As there are principles for using audio-visual aids, however, these principles cannot usually be applied. There are many problems that lead to the absence of audio-visual aids in education process, which make the task more difficult. Obstacles differ from one student to another. For more clarification, students may not use those aids due to many reasons.

1.3.7.1. Students Inability to Use Audio Visual Aids

It is obvious that teachers’ knowledge has a great impact on the effective application of audio-visual aids in practicing a task. However, they sometimes do not help their students in using an instrument; they do not demand or drive their students’ attention to use an aid in order to strengthen their ability in doing the activity or the task. So, their unawareness makes students unable to utilize those aids and will affect their learning negatively.
1.3.7.3. Lack of Funds

There are sophisticated materials that make practicing a task easier and faster but lack of funds has an effect on its importation and use in school. It is regarded that the financial side of buying the required materials was one of the problems which hinder students’ use of audiovisual aids. Such devices may be expensive; therefore it is impossible to adapt them in teaching and learning.

1.3.7.4. Student' Apathy

Student’s unawareness about the role of materials in doing a task is among the obstacles which prevent them from using such materials in classroom. Teachers are source of encouraging and motivating students to use technology in the process of learning. They are the ones who can make their students convinced about the effectiveness of these materials for not being unconcerned towards them.

1.3.7.5. Absence of Electricity

There is an obvious connection between electricity, technology and educational achievement. Education nowadays requires the use of modern equipments, Therefore, the absence of electricity is one of the largest barriers that encounter EFL students which make them worried about preparing a task that entails the use of one of the audio-visual materials.

1.3.7.6. Language Problem

It is hard to find the appropriate material for a task, and some materials do not exist in the foreign language. Both EFL teachers and students may come across such problem when they would like to illustrate their activities or researches through the use of audio-visual aids to explain the content in a clear and a better way.
1.3.7.8. Time Consuming

Time is a serious factor that delays the effectiveness of instructional materials. Sometimes; it is not enough for the students as well as for teachers to present their content along side with effective use of the materials which will affect the delivery of the content. Besides, students’ valuable time may be lost in gaining familiarity with the new equipments. So, lack of time is among the obstacles which prevent students from using audiovisual materials.

Conclusion

Generally speaking, audio-visual aids are important for teacher as well as for learners. They are used specifically by students in order to ameliorate their activities in classroom especially during oral expression sessions. Audio-visual aids facilitate the explanation of the content of the activity implemented in the classroom through both image and voice. Therefore, EFL students are advised to use such devices to perform better and to improve their level in speaking specifically.
Chapter Two
Description and Analysis of the Questionnaire

Introduction

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Conclusion
Introduction

In the educational process, EFL learners are required to enhance their speaking skill in order to communicate with other users of the target language. However, this skill is considered the most difficult and complex skill among other skills because the majority of students suffer from certain psychological problems. It is known that anxiety could obstruct performance in classroom especially during speaking performance. Therefore, it is suggested that the use of audiovisual aids is helpful to lessen their anxiety in oral sessions.

Thus, this chapter represents the practical study which aims to analyze the findings obtained through investigating teachers’ and students’ attitudes towards the role of audiovisual aids to reduce students’ anxiety in oral performance. It implies the method and the process used for the research. It consists of a description of the population on whom the study is conducted, the explanation of the design, the implementation of the procedure, and lastly the presentation of the results and findings of the research work. Besides, some significant pedagogical suggestions and recommendations will be put forward at the end of the research investigation.

2.1. Design of the Study

2.1. 1. The Method

In this particular EFL environment, this study aims at making the relationship between two variables: using audiovisual aids in the learning process and their contribution to lessen oral anxiety. Therefore, a descriptive method which is chosen to applied offers the opportunity to analyze the data we gather and to confirm the hypothesis.

In fact, the questionnaires are frequently used by researchers because they are submitted directly, so, they do not consume time. The questionnaire is a very convenient way of collecting comparable data from a large number of individuals on one hand and it can be
effective tool for measuring behaviours, attitudes and intentions of subjects more cheaply and quickly than other methods on the other hand. Wisker (2001) assures that this tool is used “to gather information directly by asking people questions and using them as data for analysis” (p.147).

This tool is designed to extract specific information. It serves on one side to collect the appropriate data. On the other side, it helps to make data comparable and amenable to analysis. In addition to that, it makes questions varied.

The questionnaire is a measuring instrument that mainly made up of a list of questions with a clear instruction and a space for additional answers or more explanation. Its questions are numbered and ordered in a way that is logical to the participants. It is technically structured in the way that begins with general question before focusing down to more specific one. The participant has to answer in a set format.

This instrument includes both forms of questions, (i.e.) open and closed ended questions to obtain further details about students’ and teachers’ attitudes. A distinction is made between open-ended questions and closed-ended questions. An open-ended question asks the respondent to formulate his own answer whereas closed-ended question requires the respondent to pick an answer from a given number of options.

Two questionnaires were administered: One was submitted to teachers of oral expression module at English department. The second questionnaire was administered to second year English students.

2.1. 2. The Target Population

2.1.2.1. Teachers Population

Teachers of English department at Larbi Ben M’hidi University, Oum El Bouaghi forms the population of the study. We dealt with the approximately the whole number of oral
expression’s teachers, in which they represents the sample of 17 teachers with a condition that all the participants in this study have taught or are still teaching oral expression.

2.1.2.2. Students Population

The whole population of the study consists of 221 second year students of English as a foreign language (EFL) at the University of Oum El Boughi during the academic year 2016-2017. The students are from different socio-economic backgrounds gender. This population has been chosen randomly for two reasons: The first reason is that second year students have already studied at least one year at university level, thus, they would have probably experienced working with audiovisual aids in different courses. Therefore, we expect them to have developed opinions and attitudes toward these pedagogical aids. The second reason is that second year students have a course in oral expression which is not the case of third year students. The syllabus of oral expression course at second year consists of different activities that involve the use of audiovisual aids.

2.1.3. The Sample

Generally speaking, many researchers assert about the importance of picking a sample in order to conduct the study. Ross (2005) explains that:

The sample is conducted in order to permit the detailed study of part, rather than the whole, of a population. The information derived from the resulting sample is customarily employed to develop useful generalizations about the population. These generalizations may be in the form of estimates of one or more characteristics associated with the population, or they may be concerned with estimates of the strength of relationships between characteristics within the population (p. 1).
For more clarification, the sample helps the researchers to confirm or reject their hypothesis on a large population by conducting the hypothesis on a sample that is chosen randomly and then generalize the results on the whole population.

Therefore, a sample of 50 students was chosen randomly from the entire population. The participants were taken from two classes, 25 students from each class. Another sample that it is administered in this study is the entire teachers of oral expression, because there is not a great number of teachers’ population. Further, it is known that when the number of population is less than 100 participants; the study should be conducted on the whole population.

2.2. Teachers Questionnaire

This questionnaire is administered to teachers in printed and electronic formats. In fact two teachers answered electronically by mail and facebook whereas the rest answered in a printed format. Besides, the majority of them took one week to give back the answers.

2.2.1. Aim of the Teachers Questionnaire

The teachers’ questionnaire aims at figuring out the teachers’ attitudes towards the use of audiovisual aids whether they minimize students’ anxiety in oral expression or not. So, their attitudes help us to confirm or reject the hypothesis.

2.2.2. Description of the Teachers Questionnaire

The teachers’ questionnaire consists of 23 questions. The questions are either closed questions, requiring from the teachers to choose “yes” or “no” answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanations or suggestion. The questionnaire is divided into five main sections as the following:
Section One: General Information (Q1 to Q2)

First section includes two questions about background information of participants in terms of their gender and the period that they have been teaching oral expression module.

Section Two: Teaching Speaking Skill (Q3 to Q6)

The following section is about teaching speaking skill. It includes four questions about the students’ level. It also investigates whether their teachers urge them to participate in oral session. Finally, the teachers are required to select among the choices given to them the activities they adopt in teaching oral expression and to add other ones that they implement and they are not mentioned.

Section Three: Anxiety (Q7 to Q10)

The third section deals with anxiety, it also contains four questions. The first question was raised to know if the students experience anxiety while speaking and how it is manifested on them. The teachers are also required to pick the most stressful activity for their students by providing some various activities and to pick the main reasons of their students’ feeling of anxiety by mentioning some important reasons. The final question was raised to figure out or not if teachers speak with their students about their feeling of anxiety in order to minimize it.

Section Four: Audio-visual Aids (AVAs) (Q11-Q18)

This section is about audio-visual aids. It contains eight questions with various types’ open-ended questions and closed ended questions. It starts about asking teachers if their students use any type of audio-visual aids with an option to clarify when they do not use such aids. Besides asking them about their view they consider the use of audiovisual aids, either as educational strategy or an entertaining strategy. The respondents are asked about the different kinds of difficulties students face when using AVAs, and if those materials facilitate the understanding of the topic, and encourage students’ self confidence or not.
Section Five: The Relationship between Speaking Anxiety and Audiovisual Aids
(Q19 to Q23)

This final section is intended to inform us with the link between speaking anxiety and audiovisual aids. It includes five questions. The primary questions investigate on the use of those aids to enhance motivation, make students achieve better, and maintain a high level of interest in their performance of the activity. And importantly, they are asked to check whether audiovisual aids lessen students’ anxiety in oral performance or not.

2.3. Students Questionnaire

The students’ questionnaire was submitted to a group of 50 students, before they start answering the questionnaires we gave them some instructions about how to answer and the purpose of designing those questionnaires.

2.3.1. The Aim of Students Questionnaire

The aim of this questionnaire is to diagnose students’ attitudes toward their use of audio-visual aids during the performance of the activities and to see whether those aids lessen their anxiety or not.

2.3.2. Description of Students Questionnaire

This questionnaire consists of 24 questions. Some of them are dichotomous requiring the students to choose yes or no answers, or multiple choice ones where students are asked to pick up the appropriate answer from a numbers of choices or open questions requiring from them to give their own answers or justify. This questionnaire is divided into four sections as follows:

➢ Section One: General Information (Q1 to Q3)

This section includes three questions. It attempts to get some personal information about the students’ age, sex, and also the period that they have been studying English.
Section Two: Speaking Skill (Q4 to Q9)

The second section deals with speaking skill. It includes six questions. The respondents were first required to select the most important skill that they seek and how they consider their speaking level. This section seeks to check the most difficult aspect when students perform an oral task, vocabulary, grammar, or pronunciation, and if they attempt to cover communication gaps when losing ideas in order to be a good communicator.

Section Three: Anxiety (Q10 to Q14)

Likewise, this part looks for students’ perspective concerning their feeling of anxiety contains five questions beginning with the most stressful activity in the oral session. The second question was asked in order to know whether their feeling anxiety is due to the lack of preparation or not. After that, the main reasons behind their anxiety, and how it manifests on them. At the end, the respondents are asked about the nature of anxiety whether it inhibits or facilitates their performance of oral tasks.

Section Four: Audiovisual Aids (Q15 to Q21)

This part contains seven questions; it starts by a general idea about the respondents preferred opinion concerning the use of audiovisual aids. The second question which is addressed only to the respondents who answered “yes” to the previous question, it is about the kind of the aids they prefer to use in oral performance. This section also seeks to investigate questions such as the difficulties faced during the use of those aids.

Section Five: The Relationship between Speaking’ Anxiety and the Use of Audio Visual Aids (Q22 to Q24)

We arrive at the last part of this questionnaire; it is devoted on the relationship between speaking anxiety and the use of audiovisual aids. It begins with an open ended question that is raised to know the audiovisual aids’ role and their impact on enhancing students’ speaking
skill. The last question is directed toward the relationship between the effectiveness of audiovisual aids and the students speaking anxiety.

2.4. Data Analysis

The data gathered from surveys are subjected to data processing using Excel. The graphs are presented with an interpretation and an analysis of the results. The analysis is based on several variables that are teachers’ and students’ perspectives and their reaction regarding the student’s use of audiovisual aids during oral performance. The questions also investigate their opinions towards the role of audiovisual aids in terms of minimizing feeling of anxiety depending on teachers’ experiences and students during the period of their studies.

2.4.1. The Analysis of Teachers Questionnaire

Q1. Gender

a. Female          b. Male

![Figure 2: Teachers’ Gender](image)

The figure 2 reveals that the majority of EFL oral teachers (70, 59%) in the department of Oum El Bouaghi are females. However, there are only 5 males who represent 29, 41% of the whole population.
Q2. How long have you been teaching oral expression?

   a. (1-5)  b. (5-10)  c. (10-15)  d. (No answers)

![Figure 3: Teachers’ Teaching Experience](image)

The figure 3 represents teachers’ experience in teaching oral expression which ten teachers (58.82%) claimed that they have been teaching oral expression for a period between one to five years. 11.76% of the sample affirmed that they have been teaching English for the period of five to ten years. However; only one teacher (5.88%) noted that he/she has been teaching English for more than ten years. Besides all of that, there are four teachers, who make up 23.53% do not provide me with their answers concerning this question.
Q3. Do you urge your students to speak?

a. Yes                      b. No

Figure 4: Motivating Students to Participation

This question was asked in order to know whether teachers motivate their students to speak. The results are revealed in figure 4 in which all teachers of English departments at Larbi Ben Mhidi University urge their students to speak because they are aware the importance of speaking and due to that they urge their students to participate the English language.
Q4. How often do you urge your students to speak?

a. Always  b. often  c. Sometimes  
d. Rarely  e. Never

![Bar chart showing percentages of teachers' urge frequency.]

**Figure 5: Teachers Frequency for Urging their Students**

This figure represents how often EFL teachers urge their students to speak. It is found that a great portion of teachers (70.59%) claimed that they always urge their students. Besides, five teachers asserted that they often urge them. This implies that EFL teachers are always motivate their students to speak.
Q5. What do you think about your students' level in speaking English?

a. Good  b. Average  c. Low  d. Very low

![Figure 6: Teachers Evaluation](image)

This question was asked to figure out about teachers’ evaluation to their students’ level. The figure above represents the following data. 13 teachers (76.47%) asserted that students’ level is average. Besides, only one teacher (5.88%) declared that their students’ level is good. However, there are three teachers who noted that students’ level is low.

- **What can you do to improve your students’ speaking skill?**

  The majority of teachers provide us with the following suggestions:

  - Adapting various techniques that would involve them in classroom participation like role play, language games, and oral presentations. Urge them to interact with each other, and select interesting topics that motivate them to participation.
  - Urging them to read a lot and listen to native speakers every day at least one hour.
  - To motivate them, to make intensive practice to use much rehearsal, to use pronunciation skill, to compel them to read, and to practice cooperative learning.
- Making students speak in class and ask them to communicate in English outside the classroom with their classmates.

**Q6. Which activities do you use in teaching speaking?**

a. Role plays  

b. Information gap activity  

c. Free discussion tasks  

d. Story telling  

e. Oral presentations

**Figure 7: Activities Used in Teaching Speaking**

The figure depicts the results about the activities used by teachers to teach speaking skill. One teacher makes up 5, 88% of the sample affirmed that he/she use role play during oral expression course. The same number of teacher (5, 88%) used the information gap activities. Besides, three teachers (17, 65%) use different activities such as role play, free discussion, and oral presentation. In addition to that, four teachers (23, 53%) use free discussion task and presentations to teach speaking to their students. However, most teachers (47, 06%) apply all the activities in their session. This implies that most EFL teachers in our department attempt to use variety of activities in order to create a good atmosphere and motivate their students to speak a foreign language.
• Other activities:

Some teachers mentioned other activities like listening activities, hot debates, and language games.

Q7. Do you think that the majority of EFL learners experience learning anxiety in speaking skill?  
   a. Yes  
   b. No

![Figure 8: Student Experience Learning Anxiety in Speaking](image)

This figure depicts the results of our study about students’ anxiety in speaking skill. It is unveiled that the majority of EFL students (88, 24%) have an anxiety in oral expression. However, only two students (11, 76%) stated that they have not experienced that.

• If yes, please explain how it manifests?

According to teachers’ explanation, anxiety may manifest on the lack of fluency, feeling shy to speak in front of their classmates, hesitation, lack of confidence, long pauses, voice trembling, blushing, and shaking.
Q8. Which of the following activities are stressful for learners?

a. Role plays  b. Listening activities  c. Free discussion  d. Prepared talk or presentation

![Bar chart showing percentages of activities]

**Figure 9: The Stressful Activities for Students**

This question was asked in order to figure out the most stressful activities for students according to teachers’ view. The figure 35 depicts the results of our study. Four teachers (23, 53%) asserted that presentation is the most stressful activity where as three teachers (17, 65) declared that role play. Then, only one teacher (5, 88%) opted listening activities. However, there are five teachers (29, 41%) unveiled that both presentation and role play are stressful. Besides, four teachers (23, 53%) declared that all activities of oral expression are stressful.
Q9. What are the reasons behind the students’ feeling of anxiety?

- a. Overcrowded class
- b. Fear of teachers’ evaluation
- c. Misunderstanding of the topic
- d. Lack of self esteem
- e. Lack of linguistic competence
- f. The absence of helpful aid

Figure 10: The Reasons behind Feeling Anxiety

This question was asked in order to point out the main reasons behind feeling anxiety and categorize them into internal and external factors. The figure above depicts the results in which some of them declared that only internal factors interfere in feeling anxious and others claimed that only external factors cause anxiety whereas some of them asserted that feeling anxiety is due to both internal and external factors. The result was that only one participant (5, 88%) opted an overcrowded class which is an external factor, and another participant (5, 88%) opted fear of teachers’ evaluation which is an internal factor. Besides, four participants (23, 53%) asserted fear of teacher’s evaluation, lack of self esteem, and lack of linguistic competence. In addition, the majority of teachers (64, 71%) declared that feeling anxious due to both external and internal factors. Some of those participants (23, 53%)
asserted that the main reasons are in addition to fear of teacher’s evaluation, lack of self esteem, the absence of helpful aid too. Two participants (11, 76%) picked overcrowded class, fear of teacher’s evaluation, and lack of self esteem. Moreover, three participants (17, 65%) asserted that overcrowded class and lack of linguistic competence are the main reasons. Further, two teachers (11, 76%) shed a light that all options interfere in students’ anxiety.

Q10. How often do you talk with your learners about their learning problems such as anxiety?

a. Always  b. Sometimes  d. Rarely  e. Never

![Figure11: Teachers Talking with their Students about Feeling Anxious](image)

This question was asked to figure out if the teachers discuss this problem with their students in order to elicit some solutions. The figure unveils the majority of teachers (88, 24%) sometimes attempted to discuss the problem with their students. Besides, two teachers asserted that always talk with their students about their feeling of anxiety. The obtained data helps us to elicit that the problem of anxiety is not due to teachers’ ignorance.
Q11. Do your students use any type of AVA in oral class?

a. Yes  

b. no

![Figure 12: Student Use of AVAs](image)

This question is considered as an introductory question to the fourth section. The figure unveils that the majority of the sample (58.82%) declared that their students use audio-visual aids in class. However, seven teachers (41.18%) noted that they do not use any type of audio-visual aids in class.

- **If no, why?**

This question was asked to those participants who answered “no”. They explain their answer with some reasons such as:

- AVAs are not available in our department.
- They are not allowed because of time consuming.
- Students do not possess them.
- Types of activities are in needless to those aids.
- Lack of visual aids.
Q12. How do you consider the use of audiovisual aids?

a. Educating strategy  b. Entertaining strategy  c. Both

![Figure 13: Teachers' View toward the Use of AVAs](image)

This question was asked in order to point out how EFL teachers consider the use of AVAs in learning process and the figure above depicts that the majority of teachers (70, 59%) consider the use of audiovisual aids as both educating and entertaining strategy because they help them to clarify their topic with self confidence and create a good atmosphere in the classroom for learning. Besides, five teachers (29, 41%) consider them as an educational strategy. However, no one (0%) consider the use of AVAs in the classroom only as an entertaining strategy.
Q13. What kind of difficulties do students face when they use AVAs in oral expression course?

a. lack of funds  
b. Absence of electricity  
c. Language problem  
d. Time consuming  

e. No answers

![Bar chart showing percentages for each difficulty](chart.png)

**Figure 14: The Difficulties in Using AVAs**

This interesting question was asked in order to figure out the main difficulties that encountered students in the department. The majority of teachers (29, 41%) claimed that time consuming and lack of funds is the most difficulties faced in our department. Besides, four teachers (23, 53%) picked only the lack of funds and also four teachers (23, 53%) noted that the problem is related to lack of funds and language problem. However, four teachers who represent 23, 53% did not provide any answer.
Q14. Audio-visual aids facilitate the understanding of the topic being discussed.

a. Strongly agree  b. Agree  c. Strongly disagree  d. Disagree

Figure 15: Teachers’ Views toward AVAs Facilitate the Understanding of the Topic

The figure above depicts the results about teachers’ perspectives toward one role of AVAs whether they facilitate the understanding of the topic. The majority of teachers (47.06%) strongly agreed with the role of AVAs. Besides, eight participants (47.06%) agreed with that. However, only one teacher (5.88%) claimed that he/she disagrees because of other reasons and not related to AVAs. This helps us to conclude that those EFL teachers of oral expression agree that AVAs are helpful materials used in order to present the topic or the activity.
Q15. Do these aids boost students' self-confidence?

a. Yes  
b. No

Figure 16: Boosting Students’ Self-Confidence through AVAs

The figure depicts that the majority of teachers (88.24%) are agreed with the role that AVAs play in increasing students’ self-confidence. However, two teachers who presented 11.76% did not agree. This implies that most of the EFL teachers of the department are aware about the role of AVAs in increasing students’ self-confidence.
Q16. The use of A.V aid helps students when performing an activity to remember their ideas.

a. Strongly agree
b. Agree
c. Strongly disagree
d. Agree

Figure 17: The Role of AVAs in Helping Students

This question was asked to get teachers’ views about students’ performance through using AVAs. The figure reveals that nine teachers (52.94%) strongly agreed that AVAs help students in remembering their ideas. Besides, 47.06% of teachers also agreed. It is elicited that EFL teachers are aware about the role of AVA in refreshing students’ minds to remember all the ideas that should be covered in their oral performance.
Q17. Do you think that students who use AVAs provide deep knowledge, and make difficult concepts clearer?

   a. Yes  b. No

![Bar chart showing responses to Q17. 76.47% (13 teachers) believe AVAs make difficult concepts clearer, while 23.53% (4 teachers) do not.]

**Figure 18: Teachers’ Perspectives toward the Role of AVAs in Providing Deep Knowledge.**

This question was asked in order to get teachers’ perspectives toward the role of AVAs in providing deep knowledge to make the difficult concepts clear. The figure depicts that 13 teachers (76.47%) confirmed that AVAs help students to make difficult concepts clear. However, four teachers (23.53%) do not think so. So, EFL teachers asserted that AVAs play a big role in helping students explain the difficult concepts in clear way.
Q18. Audiovisual aids are used to make the learner self-motivated.

a. Strongly agree  
b. Agree  
c. Strongly disagree  
d. Disagree  

**Figure 19: Raising Students’ Self-Motivation through AVAs.**

The figure above depicts the result of our study about the relationship between AVAs and learners’ motivation. The majority of participants (58, 82%) claimed that they agree about the role of AVAs besides 6 teachers (35, 29%) strongly agreed with that. However, only one teacher (5, 88%) disagreed with the idea. Thus, EFL teachers of our department consider the students use of AVAs help them to motivate themselves during performing an activity.
Q19. Do you think that the more students’ use audiovisual aids the better they achieve?

a. Yes
b. No

Figure 20: Teachers’ Perspectives toward the Relationship between AVAs and Students’ Achievement.

The majority of teachers (76, 47%) confirmed that students’ achievement is enhanced through the use of AVAs because they facilitate their task. However, only four participants (23, 53%) think that students’ achievement is not related to AVAs.

- **If no, please explain why?**

Teachers’ explanation is related to two points:

1. Students may use the AVAs without explaining and covering the topic well.
2. Students’ achievement is not influenced by AVAs only.
Q20. Audio visual aids are used to maintain a high level of interest in the presentation or activity.

a. Strongly agree  b. Agree  

a. Strongly disagree  d. Disagree  e. Undecided

Figure 21: Raising Students Interest through AVAs

This question was asked in order to get teachers’ views in maintaining students’ interest in the activity. The figure depicts that the majority of teachers (47.06%) strongly agreed with the importance of AVAs in maintaining an interest in the activity. Besides, 8 participants (47.06%) have agreed with that. However, only one teacher (5.88%) did not decide and did not provide his/her opinion towards the role of AVAs.
Q21. Do you think that the use of AVAs will improve students speaking skill?

   a. Yes   b. No

![Bar chart showing percentages](image)

**Figure 22: Improving Students’ Speaking Skill through the Use of AVAs**

The figure reveals that a great portion of teachers (88, 24%) agreed that the use of AVAs may improve students speaking skill. However, only two teachers (11, 76%) did not think so because they considered speaking is related to linguistic competence only and AVAs cannot help.
Q22. Do you think that audiovisual aids lessen students’ anxiety in oral performance?

a. Yes  

b. No

![Bar chart showing percentages of teachers' opinions on the role of AVAs in minimizing learners' anxiety.](image)

**Figure 23: Minimizing Students’ Anxiety through the Use of AVAs**

This interesting question was raised in order to confirm or reject our hypothesis. The figure unveils that the majority of teachers (82.35%) opted “yes” about the role of AVAs in minimizing learners’ anxiety. However, three teachers (17.65%) did not agree about the role of AVAs.

- **If yes, please explain how?**

  The majority of teachers asserted that AVAs minimize students’ speaking anxiety. They explain their point of view by shedding a light on some points which are:

  1. AVAs help the student to speak better and explain with illustration and clarification. The students will depend on them and anxiety would be reduced. Besides, their classmates will focus on the content of the aid that is used.
  2. AVA makes students more confident since this attracts his classmates’ interests.
  3. AVA cause some relief and ease to students, it may be also a source of entertainment. So, learners may forget about their fears.
4. The classmates’ first attention will be toward the AVA. This helps the presenter be calm and get rid or at least diminish his/ her anxiety.

- **If no, clarify why they are not helpful?**

Some teachers asserted that their students are good in speaking and they do not experience the feeling of anxiety. Others explain that anxiety cannot be diminish through the use of audiovisual aids.

- **Discussion of the results**

Teachers’ questionnaire affirms the hypothesis of the research being conducted which is about the use of audio-visual aid as an effective means that helps in minimizing students’ speaking anxiety. In the second section, the analyses show that all teachers do motivate their students to speak the language in order to master it through various activities used during oral expression sessions. Through the analysis of section three, it is shown that EFL teachers at Oum El Bouaghi University declared that their students experience a kind of anxiety in their speaking performance. This feeling is due to internal and external factors. Besides, teachers at Larbi Ben Mhidi University consider the use of AVAs as an educational and entertaining strategy. The majority of the respondents agree about the role of those aids in understanding the topic being discussed, increasing students’ self confidence and providing deep knowledge with a clear illustration. Therefore, they asserted the effectiveness of AVAs better in improving EFL students’ speaking skill by minimizing their anxiety.
2.4.2. The Analysis of Students’ Questionnaire

The background information has been analyzed according to three variables which are; the students age, their sex, and lastly years of studying English. So, these following figures (1, 2, and 3) represent the results concerning the general information about the sample.

Q1.Age

![Age Distribution Graph]

**Figure 24: The Age of Students**

This figure reveals that there are six (6) age groups in the selected sample. All the subjects are teenage students whose ages vary between 19 and 24 years old. Out of the total number of the sample (50), we have only 2 students who are 19 years old; this may mean they start early their primary education. 19 years old (2) represent a numerical majority (4%). 20 years old make the 40% of the whole population, and 21 years old (36%) which is considered as the normal age of this level. Besides 22 and 23 years old represent the same percentage which is (8%) are believed to be older students who either have repeated years or not having started early their primary education.
Q2. Sex

a. Male  
b. Female

Figure 25: Students’ Gender

This diagram represents participants’ genders. It shows that the majority of students are females (38) which represents 76% whereas 24% represents males. This implies that females are more interested to learn a foreign language especially English.

Q3. How long have you been studying English?

Figure 26: Years for Studying English
The majority of the students (40) making up 80% stated that they have been studying English for nine years. This is believed to be the normal number to reach out their academic year. Those who stated that they have been studying English for ten years (16%) and those who declared that they have been studying English for eleven years (2%) and twelve years (2%) are believed that they have repeated one or many years.

Q4. Which skill do you need to develop the most?

a. Writing   b. Reading   c. Speaking   d. Listening

Figure 27: The Skill May Needed to be Developed

This question is considered as an introductory question to this section of speaking. It is asked in order to figure out the more difficult skill for the participants. The diagram above depicts the results that founded by this study in which the figure 2 unveils some information about the respondents about the skill they are required to enhance. The great portion of students (56%) shows that they are in the need to enhance speaking skill. However, only four participants (8%) want to ameliorate their reading. Besides, some respondents (16%) answered that their listening is not good, and also others who represent (20%) declare that their writing
is required to be enhanced. This implies that the majority of EFL students face a problem in their speaking skill because it is regarded the difficult skill to be acquired.

Q5. How do you consider your speaking skill level?
   a. Very good    b. Good    c. Average
   b. d. Low    e. Very low

![Figure28: Students’ Level](image)

The fifth question is seen as a means to assess the students' level in English at the present time with regard to the language learning that has been achieved during their studies in a successful or an unsuccessful manner. In this question, the students have been asked to make an evaluation about their own level because their personal opinion is worth considering. Thus, this figure depicts our results through this study. Firstly, it is shown that the majority of students’ level (32) is average which represents higher percentage of 64%. Besides, there are only two students who declared that their levels are very good (4%). This implies that those students are not required to enhance their speaking skill and they are in the need to enhance other skills. 22% represents the percentage of students whose level is good. Concerning
students’ low level, there are only 5 participants (10%) who declared that they are in a real need to enhance more than one skill. However, no one declared that their level is very low. This implied that the majority of students still have difficulties in their speaking.

Q6. What is the most difficult aspect during your speaking performance?

a. Vocabulary  

b. Pronunciation  

c. Grammar  

d. All

![Figure 29: The Difficult Aspect in Speaking Skill](image)

This question aimed at sorting out the most difficult aspects in speaking skill according to EFL students of second year. The figure above depicts the results of the data in our study. On one hand, it unveil that the most difficult aspect for students is vocabulary (38%); this means that the major problem encountered is deficiency in vocabulary. Concerning pronunciation and grammar, these aspects were chosen by 10 participants who represent 20%. Besides, there are 6 students (12%) who have difficulties in all aspects; this implies that those students have a low level in speaking performance. However, some students who represent 6% and 4% clarified that they are good in one aspect but they are still weak in two aspects of
speaking skill. Speaking skill is a set of aspects that EFL students require to achieve. It is concluded that in order to monitor speaking skill as a complex skill, it is necessary to monitor all its aspects and elements. This view is supported by Harmer who sheds light in his book of the speaking skill.

Q7. How often do you participate in oral class?


![Figure 30: The Participation in English Classroom](image)

The issue over is about whether the EFL students participate in English classrooms and to what extent they participate; the results revealed the average frequent of the learners’ participation in class as shown in the figure above. It is also aimed to investigate whether lack of participation affects students’ level. The majority of the participants (40%) picked sometimes and 36% answered that they always participate; this implies that the majority of students take part in the oral sessions. In addition to that, there are some students (4) who do not like to participate who represent 8% because of their habit being silent. Only 7 students who rarely participate; this implied that the main reason of students’ low level may be caused
by being reluctant to practice. All in all, lack of participation affects EFL students’ level in the sense that they lack the practice of the foreign language especially the case of English which is limited to classroom use.

Q8: Which speaking activities does your teacher use in oral session?

   a. Discussion   b. Role play   c. Oral presentation   d. Language game

![Bar Chart]

**Figure 31: Speaking Activities**

This figure unveils classroom speaking activities. A great portion of participants (56%) declared that their teacher use discussion as an activity in oral session this means that they use “buzz group” or “instant comment” in their session as Harmer suggests. However, nine respondents (18%) assert that their teachers depend on role play. Besides 11 participants (22%) answered oral presentation and only two participants (4%) picked language game as a helped strategy for creating a good atmosphere.
• Others activities

In this part, the respondents are free to express their ideas concerning additional speaking activities. The great portions of students state some activities such as: filling the gaps, listening activities, group debates, and storytelling as an addition to the previous activities.

Q9. When you lose ideas in speaking activities, do you attempt to cover communication gaps?

![Chart showing percentages for Yes and No responses to Q9 question]

**Figure 32: Students’ Perspective towards Communication Gaps**

The aim behind this question is to explore whether the participants use any strategy to fill the gap in their communication in order to be a good communicator. The Figure above has shown the following results. It reveals that only 19 participants who represent 38% use some strategy to seem as good speakers. On the other hand, 31 participants (62%) do not use any strategy and prefer to stop talking when losing ideas. This implies that the majority of EFL students is not good communicators and still has difficulties in their speaking.

• **If yes, explain how?**

Some answers accompanied with explanation about some strategies used in order to cover the gap in communication. Some claimed that they are repeating some words, moving to
another idea, speaking in a low voice, using other words similar to my missing words, and using “em” and “like”.

Q10: which of the following activities are more stressful?

a. Role play  b. Presentations  c. Free discussion

![Figure 33: Students’ Attitudes towards the Stressful Activities](image)

This interesting question is asked in order to show the stressful activities among the activities used by the teacher according to students. The figure 33 depicts the results of our study in which the majority of students (36%) apt a presentation as the most stressful activity. Besides, role play and free discussion were chosen by the same number of participants (32%). Through this study, it is found that all activities of oral expression are stressful for EFL students.
Q11. Despite being prepared, you usually feel anxious in oral session.

a. Strongly agree  
   b. Agree

   c. Strongly disagree  
   d. Disagree

![Bar Chart]

**Figure 34: Students Perspectives towards their Preparation**

It is suggested that lack of preparation is one reason behind feeling anxious. That is why; this question is asked in order to investigate about their feeling anxiety. The figure unveils the results where the majority of students (58%) agreed that the preparation is not the factor that causes feeling anxious. Besides 12 participants (24%) strongly agreed with, however, only 9 participants who make up 18% do not agreed about having feeling of anxiety through they are prepared.
Q12. What is the reason (s) behind your feeling of anxiety?

a. Deficient vocabulary  
   b. Overcrowded class  
   c. Fear of teacher’s evaluation  
   d. The absence of helpful material.  
   e. Lack of confidence  

f. None

Figure 35: The main Reason (s) of Anxiety

To explore the main reason(s) behind anxiety; this question is asked. Two factors were suggested: internal factor such as deficient vocabulary, fear of teacher’s evaluation, and lack of confidence or external factor such as overcrowded class and the absence of helpful material. Besides, only one student (2%) who stated that he/she is not affected by any of these factors because he/she never feels anxious. The majority of students (38%) declared that their feeling of anxiety is due to the absence of helpful material and eight participants (16%) chose overcrowded class. However, 30% asserted that even though they use aids in their task they feel anxious because of the internal reason of deficient vocabulary. Besides, three participants (6%) stated that the most effective factor is the lack of confidence. Most of EFL students are
influenced by the internal and external factors. The data obtained shows that the external factors have a big effect on the majority of EFL students rather than the internal ones.

**Q13. How does this stress get manifest on you?**

- a. Heart palpitations  
- b. Sweat  
- c. Losing concentration  
- d. Trembling

![Figure 36: Anxiety’s Manifestation](image)

This question aimed at figuring out the main anxiety’s forms since students are different and behave differently. The figure above depicts that the majority of students (36%) lose concentration when being anxious. 14% of the participants stated that anxiety get manifested through heart palpitation. Besides, 6% of them picked trembling and only one participant (2%) stated that he/she sweats. However, there are some students who have high anxiety level which is manifested through different forms. There are six participants (12%) get anxious with all forms including heart palpitation, sweat, lasing concentration, and trembling. In addition, 3 respondents represent 6% picked three forms of anxiety. Therefore, those last respondents are affected by internal and external factors.
- Others

Only few participants added other forms of anxiety such as blushing, losing voice, and shaking.

Q14. What do you think about the effect of anxiety on your performance?

a. Facilitates  

b. Inhibits  

c. Facilitates and inhibits

![Bar Chart]

**Figure 37: Types of Anxiety**

This question is aimed to assert that anxiety affects negatively EFL students in the learning process. Therefore, the figure 15 elucidates the negative effect of anxiety. The majority of students (70%) asserted that anxiety affects negatively their oral performance. Besides, only 10 participants who make up 20% assured that anxiety plays a role of a motivation by focusing under pressure. On the other hand, there are 5 students (10%) who declared that anxiety affects their learning positively and negatively at the same time. This implies that learners of foreign language suffer a lot from this psychological factor which leads to have a weak oral performance.
• **If both, explain how?**

This question is directed only to five participants who asserted that anxiety affects their learning in both sides. They explain their views as follows:

- Feeling anxious leads to lose my concentration and haphazardly my ideas come back because it pushes me to focus more under pressure.

- On one hand, anxiety affects my concentration and my ideas. On the other hand, he/she is being anxious and afraid of the teachers’ evaluation help me to talk in a good manner in order to get a good mark.

**Q15. Do you like to use any type of audiovisual aids in oral session?**

<table>
<thead>
<tr>
<th></th>
<th>a. Yes</th>
<th>b. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td><img src="chart.png" alt="Bar Chart" /></td>
<td><img src="chart.png" alt="Bar Chart" /></td>
</tr>
<tr>
<td>88%</td>
<td>12%</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 38: Students’ Attitudes toward the Use of AVA**

This question is asked in order to figure out students’ view about the use of AVA in their oral tasks. The figure above depicts the result of our study in which the majority of the respondents (88%) like the use of those aids in their task and only 6 participants (12%) are against. This implies that the majority of students are aware about the role of audiovisual aids in enhancing their learning process.
Q16. Which kind do you prefer to use?


Figure 39: Kinds of AVAs.

This question is directed only to participants who answered “yes” in the previous question. It aims to figure out the most preferable aids to students during their learning process. According to their answers, 10 participants (23%) like to use auditory aids besides only one respondent (2%) who likes the use of visual aids. However, the majority of them (33%) like the use of audiovisual aids. All in all, the majority of students prefer the use of audiovisual aids during their learning process, and this implies that they are aware about those aids’ role to help them boost their oral production.
Q17. How do you consider the use of audiovisual aids?

a. Education strategy  
b. Entertainment strategy  
c. Both

![Bar graph showing percentages]

**Figure 40: Students’ Consideration of the Use of Audiovisual Aids**

In this question, we attempted to investigate students’ attitudes toward the use of audiovisual aids in oral sessions. The figure above unveils the following results. It is revealed that the majority of the participants (54%) are satisfied with the use of aids who consider them as both educational and entertaining strategy. However, 16 participants (32%) consider the use of these aids as an educational strategy. Besides, 14% of participants regard as entertaining ones because they enjoy when they use them.
Q18. Does your teacher encourage you to use any helpful material during speaking activities?

a. Yes                 b. No

Figure 41: Students’ Views toward Teachers’ Motivation

This question was asked in order to investigate whether teachers motivate and advice their students to use those aids. This figure shows that the majority of the participants (64%) declared that their teacher advice them to use a helpful material during their tasks in order to facilitate the task. However, 18 participants (36%) do not agreed and answered negatively. This may imply that the teacher’s role is crucial either motivating or demotivating.
Q19. What kind of difficulties do you face when you use such materials?

a. Lack of funds  
b. Absence of electricity  
c. Language problem  
c. Time consuming

![Bar chart showing percentages for different difficulties]

**Figure 42: Students’ Difficulties Encountered during the Use of AVA.**

This question was asked in order to figure out the obstacles that deprive students to use those kinds of aids. The figure 20 shows that the majority of the participants (48%) declared that their main obstacle is a language problem. Besides, 20 participants (40%) shed light on time consuming, and five participants (10%) suffer from the lack of funds. However, only one respondent (2%) picked the absence of electricity because he/she experienced that. This implies that language problem and time consuming are the most encountered problems that affect EFL students’ learning process.
Q20. The discovery of the meaning of ideas is encouraged when using AVA.

a. Strongly agree  
b. Agree

c. Strongly disagree  
d. Disagree

![Bar Chart: The Role of AVAs.]

This figure unveils that the majority of the participants who represent 70% agreed that their personal meaning of aids encouraged when they use the audiovisual aids. In addition, 11 participants (22%) strongly agreed. However, three respondents (6%) disagreed and only one student (2%) strongly disagreed. This means that those students do not like to use any audiovisual aids and they think that they are not helpful, however, the majority favored the use of AVA that contribute in finding out meaning of complex words.
Q22. Do you think that those aids help you to provide deep knowledge, and make difficult concepts clear during your performance?  a. Yes  b. No

![Bar chart showing student attitudes towards audiovisual aids.](image)

**Figure 44: Students’ Attitudes towards the Role of Audiovisual Aids**

The figure above represents students’ perspectives toward the role of audiovisual aid in providing deep knowledge and making difficult concepts clear during student’s performance. A great portion of students (94%) declared that audiovisual aids help in providing deep knowledge. However, only three respondents (6%) did not agree with this idea.
Q23. Do you think that your speaking is improved through the use of AVAs?

a. Yes  b. No

![Bar Chart]

**Figure 45: The Function of AVAs**

Through this question, it is attempted to investigate whether AVAs interfere in improving students’ speaking skill. The majority of the students making up 94% opted and confirmed its positives impact. AVAs help those students by adding more information that would be discussed and develop their confidence through more clarification. However, only three students do not think their speaking is improved through them.
Q24. The use of audiovisual aids helps you to be active during your oral performance?

a. Strongly agree  

b. Agree  

c. Strongly disagree  

d. Disagree

![Bar chart showing percentages of student responses]

**Figure 46: Students Perspectives toward the Effectiveness of Using AVAs**

This significant question is aimed to investigate students’ attitudes toward the effectiveness of audiovisual aids in the classroom. One of its roles is to motivate students and make them active during their oral performance. The figure above reveals students’ attitudes toward its role in which the great portion of students 56% agreed with the idea and 32% strongly agreed. This implies that those participants are aware about the importance of audiovisual aids during their learning process. However, there are only one respondent making up 2% strongly disagreed. Besides, five students (10%) also disagreed thinking that AVAs do not make the students energetic and active.
Q25. Do you think that AVAs lessen your anxiety during oral sessions?

a. Yes  b. No

![Bar chart showing 68% Yes and 32% No responses.]

**Figure 47: Minimizing Students’ Speaking Anxiety through AVAs.**

It is displayed in the figure above, that the majority of students (34) making up 68% asserted that AVAs play a big role in minimizing their speaking anxiety. However, 32% do not think that their anxiety would be minimized. This may mean that their anxiety is very high that is why those aids are not affective for them.

- **If yes, explain how?**

  This part is given to those who answered “yes”, and not all the participants comment on their choice. Therefore, most of the explanations shed light on the following points:

  - Firstly; those aids are helpful in the sense that they help to remember some ideas, gain more confidence to explain ideas with more clarification.

  - Secondly, their ideas will be more obvious for the listener, providing enough vocabulary.
-Thirdly, it makes their performance more attractive, and makes the topic more interesting and listeners’ reaction would be positive. So, students will be more motivated to talk with positive energy in their explanation.

-Fourthly, it makes the listener focus more on the topic without paying attention to the ones who talk, therefore, their anxiety would be minimized.

- If no, clarify why they are not helpful?

Some participants who answered “no” justified their answers by shedding light on the following points:

- They are time consuming and more information is needed to be explained.
- Audiovisual aids are not helpful because students’ anxiety comes from overcrowded class, in other words, they are suffering from anxiety in front of public.
- Some stressful activities do not need to use of AVAs such as free discussion.

2. Discussion of Students Questionnaire Finding

Students’ questionnaire affirms the hypothesis of the research being conducted which is about the use of audio-visual aid as an effective means that helps in minimizing students’ speaking skill. The analysis indicates that the majority of EFL learners have an average level in speaking. For this reason, they are required to develop their level through getting involved into different activities implemented in the classroom. Besides, through the analysis of the obtained data, it is found that the majority of the EFL learners suffer from anxiety problem when they are involved in any oral performance thinking that all the oral activities are stressful and this feeling is due to both internal and external factors. Thus, EFL learners prefer to use audiovisual aids as a means to bridge the gap in their communication and this reduces their feeling of anxiety because they depend on them in explaining and illustrating topics they discuss.
• Comparison between Teachers’ and Students’ Questionnaire Findings

After the analysis and discussion of the results of both students’ and teachers' questionnaires, we proceed now with a comparative analysis of both outcomes. The objective of the comparison is to check if students and teachers have the same perception about the role of audiovisual aids and if they have the same points of view towards them.

It is indicated that both teachers and students have agreed that speaking is the most difficult skill and learners need it to develop. Besides, they agreed that the majority of EFL learners experience anxiety when they are required to communicate using the target language and that is due to internal and external factors.

In addition, both teachers and students considered the use of audiovisual aids as both educational and entertaining strategy and there are many difficulties which encounter them when they use such aids. Learners state that audiovisual aids are very much important for English learning; moreover, teachers are also fully aware of their value in enhancing students’ achievement. Therefore, they are in the same point that audiovisual aids play a big role in minimizing anxiety through increasing learners self confidence and motivating them to speak by refreshing their brains and remembering them with all the points that should be covered. It is maintained that EFL students like the idea of using AVAs in their tasks; however, teachers assert that the materials require time that they do not have. It is concluded that both teachers and students affirmed the effectiveness of using audio-visual aids to improve students’ speaking skill and lessen their feeling of anxiety.
Conclusion

This chapter was devoted to field work by getting real data about students’ and teachers’ perception concerning the significance of audiovisual aids in the learning process and their outcomes in minimizing learners’ speaking anxiety. The data is gathered through two steps. The first one is teachers’ questionnaire which aimed to check the teachers’ attitudes about students’ use of audiovisual aids and its role in minimizing oral performance anxiety. The second step is students’ questionnaire which is administered to 50 students to check to what extent the answers would serve our study. It is obvious that the statistics and the results of this questionnaire are relevant with the hypothesis presented before; that audio-visual aids are effective in minimizing EFL learners anxiety in oral performance, by taking the students and the teachers of English second year LMD at the university of Oum El Bouaghi as the population of this research. These last steps are followed by analysis and interpretation of results and these appear to be in the direction of our hypotheses. Comparison between the results of the last two steps is made to identify common points and differences between students' opinions and teachers' opinions when using audiovisual aids in oral class and if they have any relationship with speaking anxiety.
General Conclusion

Learning English as a foreign language promote integrating of four skills: speaking, listening, reading, and writing that reflect natural language use. However, learning to speak a foreign language is an essential part and the hardest tasks for the majority of EFL learners. But, the fact is that second year students’ ability at the University of Oum El Bouaghi in speaking English is not perfect. It is caused by several factors such as lack of vocabulary, poor pronunciation, and weak grammar that hinders the mastery of English language.

The most problem encountered second year students are the problem of anxiety. Indeed, anxiety becomes so frequent, or so forceful, that it begins to take students over their tasks and lives and hinders their speaking in front of their colleagues and their teacher. According to much psychiatric, human anxiety have many diversity like generalized anxiety disorder, panic anxiety, obsessive compulsive disorder, specific phobia, and social phobia. Hence, it can be in different forms and different symptoms. Besides, it can be facilitating or debilitating anxiety. However, in the case of our department are mostly impede students learning and especially during their oral performance.

In order to figure out the main reason behind students’ low achievement, it is suggested that anxious students resolve their problem via integrating the technological aids during their speaking in oral performance sessions. Nowadays, our generation is open to the new technological equipment and many researchers asserts that technology is helpful in motivating and facilitating learning and teaching process. Besides, they point out that student’s use of technology and more specifically as a learning tool enhances their speaking skill. It is suggested that the use of audiovisual aids such as videos and power point are very effective in helping students to lessen their anxiety during their speaking.
The current study has dealt with the relationship between the uses of audiovisual aids in learning and speaking anxiety. Its main concern was to investigate whether or not the use of audiovisual aids can lessen second year students of English at Larbi Ben Mhidi University speaking anxiety. It is devoted the first chapter to theoretical part including speaking skill, anxiety, and audiovisual aids. Besides, the second chapter is concerned description and analysis of the questionnaire.

The finding of the present study via questionnaire declared that the students do agree that they are facing problems in their speaking of that foreign language. It is depicted that teachers as well as students like the integrating of audiovisual aids in the classroom as a part the curriculum. In addition to that, both of them assert that audio-visual aids play a big role in minimizing students’ feeling of anxiety. Thus, those materials help students to enhance their speaking skill in oral expression sessions.

All in all, the hypothesis relating to this study is confirmed after the analysis of teachers’ questionnaire as well as students’ questionnaire which shows that students’ speaking anxiety will minimize if they exposed and presented the language through audio-visual aids.

- Pedagogical Implication

In the light of these results, it is important to take these pedagogical implications into consideration. Firstly, students should depend on using audiovisual aids in their task by respecting the principle of applying the tool that is used. Besides, teachers should urge their students to use any material during their performance by making their students aware about the importance of using audiovisual aids. In addition, teachers let their students free to use the appropriate material to their style auditory, visual, or audiovisual aids. Finally, the administration of the department should look again on the time devoted to speaking skill course and gives its sufficient time, beside, solve the problem of overcrowded classes by
splitting them into small group in order to lessen students’ apprehension to enhance oral performance.

- **Limitation of the Study**

  Any conducted research has some limitations that restrain its efficiency. For this reason, it is important to figure out the limitations of this study. On one hand, there are not enough references and most references are limited to articles. On the other hand, the sample that we attempted to use and analyze its responses is supposed to be larger since the teachers’ questionnaire was given to 20 teachers but not all teachers gave questionnaires back.


Appendices
Appendix A

Teachers’ questionnaire

Dear Teachers

This questionnaire is administered to collect the pertinent data for my study about investigating teachers’ and students’ attitudes towards the role of audiovisual aids in minimizing EFL students' oral performance’ anxiety. We would be very grateful if you accept answering the following questionnaire. Your ideas are highly valued and your cooperation is genuinely appreciated.

Please, put a tick (✓) in the corresponding box and make full statements whenever necessary.

Thank you in advance
Section One: General Information

Q1. Gender:  
   a. Male  
   b. Female

Q2. How long have you been teaching oral expression?

Section Two: Teaching Speaking Skill

Q3. Do you urge your students to speak?
   a. Yes  
   b. No

Q4. How often do you urge your students to speak?
   a. Always  
   b. Often  
   c. Sometimes  
   d. Rarely  
   e. Never

Q5. What do you think about your students' level in speaking English?
   a. Good  
   b. Average  
   c. Low  
   d. Very low

   • What can you do to improve your students’ speaking skill?

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Q6. Which activities do you use in teaching speaking?
   a. Role plays
   b. Information gap activities
   c. Free discussion tasks
   d. Story telling
   e. Oral presentations

Other activities..............................................................................................................
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Section Three: Anxiety

Q7. Do you think that the majority of EFL learners experience learning anxiety in speaking skill?
   a. Yes ☐  b. No ☐
   • If yes. Please explain how it manifests?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

Q8. Which of the following activities are stressful for learners?
   a. Role plays ☐  b. Listening activities ☐
   d. Free discussion ☐  e. Prepared talk or presentation ☐

Q9. What are the reasons behind the students’ feeling of anxiety?
   a. Overcrowded class ☐  b. Fear of teachers’ evaluation ☐
   c. Misunderstanding of the topic ☐  d. Lack of self esteem ☐
   e. Lack of linguistic competence ☐  f. The absence of helpful aid ☐

Q10. How often do you talk with your learners about their learning problems such as anxiety?
   a. Always ☐  b. Sometimes ☐
   d. Rarely ☐  e. Never ☐

Section Four: Audiovisual Aids (AVAs)

Q11. Do your students use any type of AVA in oral class?
   b. Yes ☐  b. no ☐
   • If no, why? ………………………………………………………………………………………….
Q12. How do you consider the use of audiovisual aids?
   a. Educating strategy  
   b. Entertaining strategy  
   c. Both  

Q13. What kind of difficulties do students face when they use AVAs in oral expression course?
   a. lack of funds  
   b. Absence of electricity  
   c. Language problem  
   d. Time consuming  
   e. No answer  

Q14. Audio-visual aids facilitate the understanding of the topic being discussed?
   a. Strongly agree  
   b. Agree  
   c. Strongly disagree  
   d. Disagree  

Q15. Do these aids boost students' self-confidence?
   a. Yes  
   b. No  

Q16. Do you guide your students to use audiovisual aids properly?
   a. Yes  
   b. No  

Q17. The use of A.V aid helps students when performing an activity to remember their ideas.
   a. Strongly agree  
   b. Agree  
   c. Strongly disagree  
   d. Disagree  

Q18. Do you think that students who use AVAs provide deep knowledge, and make difficult concepts clearer?
   a. Yes  
   b. No
Section Five: The Relationship between Speaking Anxiety and Audiovisual Aids

Q19. Audiovisual aids are used to make the learner self-motivated.
   a. Strongly agree  
   b. Agree  
   c. Strongly disagree  
   d. Disagree  

Q20. Do you think that the more students’ use audiovisual aids the better they achieve?
   a. Yes  
   b. No  
   • If no, please explain why?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

Q21. Audio visual aids are used to maintain a high level of interest in the presentation or activity.
   b. Strongly agree  
   b. Agree  
   b. Strongly disagree  
   d. Disagree  
   e. Undecided  

Q22. Do you think that the use of AVAs will improve students speaking skill?
   a. Yes  
   b. No  

Q23. Do you think that audiovisual aids lessen students’ anxiety in oral performance?
   a. Yes  
   b. No  
   • If yes, please explain how?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
If no, clarify why they are not helpful?

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Thank you for your collaboration.
Appendix B

Students’ Questionnaire

Dear students

This questionnaire is administered to collect the pertinent data for my study that is generally concerning your learning process. Therefore, I would be so grateful if you collaborate with me to complete this survey.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Remark:

Audiovisual aids: using auditory and visual aids.

Section One: General Information

Q1. Age: □

Q2. Sex: a- Male □ b- Female □

Q3. How long have you been studying English?

Section Two: The Speaking Skill

Q4. Which skill do you need to develop the most?
   a. Writing □ b. Reading □
   c. Speaking □ d. Listening □

Q5: How do you consider your level in speaking English?
   a. Very good □ b. Good □
   c. Average □ d. low □
   e. Very low □
Q6: What is the most difficult aspect during your speaking performance?

a. Vocabulary  
b. Pronunciation  
c. Grammar  
d. All  

Q7: How often do you participate in an oral class?

a. Always  
b. Sometimes  
c. Rarely  
d. Never  

Q8: Which speaking activities does your teacher use in oral session?

a. Discussion  
b. Role-play  
e. Oral presentation  
d. Language game  

Others activities…………………………………………………………………………………………

Q9. When you lose ideas in speaking activities do you attempt to cover your communication gaps?

a. Yes  
b. No  

• Please, if yes explain how?

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Section Three: Anxiety

Q10. Which of the following activities are more stressful?

a. Role plays  
b. Free discussion  
c. Presentations
Q11. Despite being prepared, you usually feel anxious in oral sessions.
   a. Strongly agree  
   b. Agree
   c. Strongly disagree  
   d. Disagree

Q12. What are the reason(s) behind your feeling of anxiety?
   a. Deficient vocabulary  
   b. Overcrowded class
   c. Fear of teacher’s evaluation  
   d. The absence of helpful material
   e. Lack of confidence  
   f. None

Q13. How does this stress get manifested on you? (You may choose more than one choice).
   a. Heart palpitations.  
   b. Sweat
   c. Losing concentration  
   d. Trembling
   Others………………………………………………………………………………………………

Q14. What do you think about the effect of anxiety on your performance?
   a. Facilitates  
   b. Inhibits
   c. Facilitate and inhibits
   If it is both, explain how?
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

**Section Four: Audiovisual Aids (AVAs)**

Q15. Do you like to use any type of AVAs in oral sessions?
   a. Yes  
   b. No

Q16. Which kind do you prefer to use?
   a. Auditory  
   b. Visual
   c. Audiovisual aids
Q17. How do you consider the use of AVAs?
   a. Education strategy
   b. Entertainment strategy
   c. Both

Q18. Does your teacher encourage you to use any helpful material during a speaking activity?
   a. Yes
   b. No

Q19. What kind of difficulties do you face when you use such materials?
   a. Lack of funds
   b. Absence of electricity
   c. Language problem
   d. Time consuming

Q20. The discovery of personal meaning of ideas is encouraged when using AVA.
   a. Strongly agree
   b. Agree
   c. Strongly disagree
   d. disagree

Q21. Do you think that those aids help you to provide deep knowledge, and make difficult concepts clear during your performance?
   a. Yes
   b. No

Section Five: The Relationship between Audiovisual Aids and Oral Anxiety

Q22. Do you think that your speaking is improved when using audiovisual aids?
   a. Yes
   b. No

Q23. The use of audiovisual aids helps you to be active during oral performance.
   a. Strongly agree
   b. Agree
   c. Strongly disagree
   d. disagree

Section Five: The Relationship between Audiovisual Aids and Oral Anxiety

Q22. Do you think that your speaking is improved when using audiovisual aids?
   a. Yes
   b. No

Q23. The use of audiovisual aids helps you to be active during oral performance.
   a. Strongly agree
   b. Agree
   c. Strongly disagree
   d. disagree
Q24. Do you think that AVAs lessen your anxiety during oral sessions?

a. Yes  [ ]  b. No  [ ]

- If yes, explain how?

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- If no, clarify why they are not helpful?

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Thank you for your collaboration
Résumé
Le noyau de cette thèse vise à étudier les attitudes des enseignants et des élèves vers le rôle des moyens audiovisuels pour minimiser l'anxiété des apprenants EFL dans la performance orale. Par souci de confirmer l'hypothèse retenue dans cette étude que les enseignants et les élèves auront des attitudes positives envers le rôle des moyens audiovisuels dans la diminution de l'anxiété des étudiants EFL dans la performance orale. La méthode utilisée dans cette recherche est descriptive. Cette méthode tente de décrire l'utilisation des moyens audiovisuels comme variable indépendant et son efficacité sur la réduction de l'anxiété des élèves dans les compétences parlant en tant que variable dépendante. Les données de cette recherche ont été recueillies au moyen de deux questionnaires dans lesquels l'un est distribué à remplir par les étudiants de DMT 50 secondes de l'année où 25 étudiants de chaque classe et l'autre pour les enseignants qui enseignent l'expression orale au département d'anglais à Université de Oum El Bouaghi. Les résultats ont démontré que les enseignants et les élèves de la perspective tiennent des attitudes positives en ce qui concerne la mise en œuvre des apprenants des moyens audiovisuels et de son efficacité dans l'augmentation de la confiance en soi des élèves et de réduire leur anxiété. À la lumière des résultats, l'hypothèse a été déclarée précédemment confirmer avec succès dans ce que les enseignants et les élèves ont des attitudes positives à l'égard du rôle des moyens audiovisuels (AVA) pour minimiser l'anxiété des apprenants dans la performance orale. Nous pouvons déduire des résultats du questionnaire que l'utilisation des élèves de matériels audiovisuels a un effet positif évident et incontestable sur les domaines de compétence, parler, en particulier l'augmentation des étudiants de la confiance en soi et en réduisant leur anxiété.
يسعى جوهر لتحقيق في مواقف الوسائط السمعية البصرية. كيف التقليل من التوتر و الرغبة لدى طلاب اللغة الإنجليزية في العروض الشفوية. تأكيد هذه الفرضية المعتمدة التي و الطلاب سيكون لهم إيجابية و بناء في دور الوسائط السمعية البصرية في التخفيف من التوتر و الرغبة لدى طلاب اللغة الإنجليزية في العروض الشفوية.

قد كانت الطريقة المعتمدة في هذا البحث طريقة وصفية من خلال توزيع استبيانين ل 50 التعبير الشفهي لجامعة البواف لفرع اللغة الإنجليزية. وقد أظهرت نتائج البحث الدور الإيجابي لهذه الوسائل ومدى فعاليتها في زيادة الثقة بالنفس لدى الطلاب و التقليل من التوتر و الرغبة لدى طلاب اللغة الإنجليزية في العروض الشفوية. وعلى ضوء هذه النتائج تم تأكيد الفرضية المعتمدة سابقا و التي التأثير الفعال و الإيجابي للوسائط السمعية البصرية في زيادة الثقة بالنفس للطلبة و التقليل من توترهم في العروض الشفوية.