



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Abderrahmane Mira University, Bejaia
Faculty of Arts and Languages
Department of English

**The Effect of Oral Communication Strategies Instruction on
EFL Learners' Anxiety during Oral Sessions**

*Case study: Third Year LMD, LSD Students at the Department of
English, at the University of Bejaia*

**A Dissertation Submitted in Partial Fulfillment for the Requirement of the
Master Degree in Didactics of English**

Submitted by:
Miss Ouacila AIT ELDJOUDI

Board of examiners:
Chair: Dr. Nadia Ahouari -Idri
Supervisor: Mr. Chafa Ouali
Examiner 1: Mrs. Linda Khenoune- Ghout

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Dedication

I dedicate this modest work for my parents

Siblings (Lydia, Youba)

To My teacher of Didactics

And for all who loves me

Acknowledgments

A warm gratitude goes to my supervisor Mr. OUALI who helped me in the contribution of this work.

I owe a special thank to my lovely teachers Mrs. Khenoune Linda, Abouari Nadia for their priceless support, pieces of advice and encouragement all along the year.

I thank the members of the jury for the time they have devoted to read this work.

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Last but not least, I thank GOD and my family for their grateful support and guidance.

I end up with the words of Einstein:

'I am very thankful for all of those who said no because of them I did it myself'

Abstract

This research aims specifically to examine the effect of communication strategies instruction on third year LMD students' speaking anxiety. To this effect, a quasi-experimental research design, with a hybrid methodology of qualitative and quantitative one was adopted. A triangulation methodology was adopted in which three data collection instruments were used namely, the questionnaire consisting of a preliminary questionnaire, and FLCAS (foreign language classroom anxiety); the students' speaking learning log delivered for the experimental participants at the end of each session, and the students' focus group interview. The SPSS version 17.0 and excel 2007 have been used for statistically analyzing the quantitative data based mainly on the descriptive statistics including, frequency distribution, central tendencies (mean & mode) and the shape of the distributions (standard deviation). The findings underline that in light of the communication strategies' instruction, there is a significant difference in mean between the control (2.7) and the experimental (3.25) group with regards to their speaking anxiety reduction. The main conclusion to be drawn from the work is that communication strategies instruction not only lessens learners' speaking anxiety, but also develops their vocabulary and strategic competence as well.

Key words: Oral Communication Strategies, Communication Strategies Instruction, EFL Speaking Anxiety.

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List of Abbreviations

L.M.D: Licence, Master, Doctorat

LSD: Language Sciences and Didactics

FL: Foreign Language

EFL: English as a Foreign Language

L1: First Language/ Mother Tongue

L2: Second Language

CS: Communication Strategy

CSs: Communication Strategies

FLCA: Foreign Language Classroom Anxiety

Std.: Standard Deviation

Glossary of Terms

Before entering to the heart of the research work, basic concepts and terminologies need to be clarified and explained as well for better understanding of the specific terms used in the preset field of study.

Target language: *“in language teaching, the language which a person is learning, in contrast to a first language or mother tongue”.* (Richards & Schmidt, 2002: 539)

Second language or L2: *“In a broad sense, any language learned after one has learnt one’s native language.”* (Richards & Schmidt, 2002: 472).

Foreign language or FL: *“a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc.”* (Richards & Schmidt, 2002: 206).

Interlanguage: it refers to *“the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery.”* (Harmer, 2001: 100). It is also referred as *“the interim system of L2 learners, which has some features of the L1 and L2 plus some that are independent of the L1 and the L2.”* (Yule, 2006:244).

Negative Transfer: It is *“the use of a feature from the L1 (that is really different from the L2) while performing in the L2, in contrast to positive transfer.”* (Yule, 2006: 246).

Positive Transfer: It is *“the use of a feature from the L1 that is similar to the L2 while performing in the L2, in contrast to negative transfer.”* (Yule, 2006: 284).

output vs. Input.: the former refers to *“the language a learner produces”*, whereas the latter means *“(in language learning) language which a learner hears or receives and from which he or she can learn.”* (Richards & Schmidt, 2002: 261).

Communication: According to David (1994) the term communication distinguished from speaking because everything we do is communication (e.g., keeping silent, miming, pointing,

writing, speaking etc.). In the same vein, Peter (1997) and Harley (2001) confirmed the preceding view by looking on the origin of human language and its relation with communication demonstrating that language whatever its form verbal or non- verbal is communication.

Oral communication: *“Oral language plays a key role in daily communication. It is also a building block for developing reading and writing skills and understanding new concepts.”* (Dunlap & Weisman, 2006: 68).

Strategy: It *“is an articulated plan for meeting particular types of problems, not a piece of problem-solving in itself.”* (McDonough, 1995: 4).

Communication Strategy: Richards and Schmidt (2002: 89) defined it as:

A way used to express a meaning in a second or foreign language, by a learner who has a limited command of the language. In trying to communicate, a learner may have to make up for a lack of knowledge of grammar or vocabulary. For example the learner may not be able to say: It’s against the law to park here and so he/she may say this place, cannot park.

Communication Strategies: They *“constitute a forth subset of language use strategies, with the focus on approaches to conveying a message that is both meaningful and informative for the listener or reader”* (Cohen, 1998b:7). In other words, they are defined as *“a way of overcoming a gap between communicative intent and a limited ability to express that intent, as part of strategic competence.”* (Yule, 2006:239).

Communicative Competence: Brown (2000) states that Communicative competence is a word coined by Hyme in a believe that grammar-oriented competence is not sufficient which is the ability to impart message and information interpersonally. Additionally, Yule (2006) defines it as the accurate, appropriate and flexible use of language. Likewise, Saville-Troik (2006) it is the use of different language aspect namely vocabulary grammar, pronunciation accurately as well as conceidering the sociocultural norms. In short, communicative competence divided into four principal ones including, grammatical, sociolinguistic, discourse and strategic competence (Brown, 2000; Yule, 2006; Saville-Troik, 2006).

Strategic Competence: *“Strategic competence is the ability of a speaker to manage a breakdown in communication.”* (Russell & Losky, 1998: 101). It is also *“the copetence*

underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication” (Brown, 2000: 247).

Learner Strategy Training: It is a teacher- directed task of familiarizing learners with the strategies’ content, importance, and providing them with application opportunities or the so-called ‘autonomy of the training’ along with transfer procedures in order to allow the students use the strategies efficiently in future learning situations including , cognitive and meta-cognitive strategies (Wenden, 1987).

Speaking: Rahman (2010: 1) defines speaking using the following terms:

Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces, social interactions, and political endeavors. They will have meetings to attend, presentations to make, discussions and arguments to participate in, and groups to work with.

Language Speaking Anxiety: Oxford (1999: 217) defines it as “*a specialized anxiety related to language use situations or language learning circumstances, rather than just a reflection of generalized anxiety*”.

Independent vs. Dependent Variable: Marczyk, Dematteo and Festinger (2005:46) contend that:

The independent variable is called “independent” because it is independent of the outcome being measured. More specifically, the independent variable is what causes or influences the outcome. The dependent variables called “dependent” because it is influenced by the independent variable.

Random Assignment: It is a control technique whereby all the students’ participants have equal chances of being registered to either of the experimental or control group by which internal validity is ascertained and true experiments reached; otherwise, a quasi experiment research design is used wherein random assignment is excluded (Marczyk, Dematteo, & Festinger, 2005). Accordingly, Marczyk, Dematteo, and Festinger (2005: 85) put forth that “*Studies that use random assignment are referred to as true experiments, while studies that do not use random assignment are referred to as quasi experiments*”.

Directional Hypothesis: It is the formulation of a tentative answer to a research problem using comparative adjectives such as less, better, etc. Accordingly, Marczyk, Dematteo, and Festinger (2005: 41) acknowledge that *“If, however, the hypothesis uses so-called comparison terms, such as “greater,” “less,” “better,” or “worse,” then it is a directional hypothesis.”*

Piloting a Questionnaire: *“This means that you must test it out to see if it is obtaining the results you require”* (Dawson, 2002:95).

General Introduction

Introduction

The feeling of anxiety is pervasive in every language classroom venue whatever the learners' age or language proficiency. Additionally, speaking is the most challenging (Brown & Yule 1983; Ur, 1991, 2001; Harmer, 2001; Richards and Renandya, 2002, Luoma, 2004; Dean, 2004; Scrivener, 2005; Thornbury, 2005; Lindsay & Knight, 2006 Richards, 2008) and anxiety provoking skill (Tôth, 2012) additionally to listening anxiety (Vogely, 1999) since a good speaker is a good listener as well (Hadfield & Hadfield, 2008). Indeed, all EFL learners suffer from speaking anxiety whether at its beginning state or aggravated one that result most of the time in the performance-based evaluation teachers pursue to fulfil the nowadays lesson objectives after the shift from a spoon-fed teaching to a self-feed learning which requires more fluent, communicative and motivated learners rather than rote and over-reliant ones (David, 1994; Ellis, 1997; Larsen-Freeman, 2000; Norland & Pruett-said, 2006; Harmer, 2007; Shastri, 2010).

To this effect, many researchers attempted to find solutions to the aforementioned issue i.e speaking anxiety. In this case, Majd (2014) suggested the teaching of oral communication strategies to reduce EFL learners' anxiety and increase their motivation level. Therefore, communication strategies instruction is labelled as one of the likely remedies for EFL learners' anxiety, especially with the adoption of the cooperative learning techniques (Sonet & López, 2014).

I. Background of the Study

Many scholars investigated language learner strategies in global terms such as Chamot, 1987; O'Malley, 1987; Cohen, 1998b. Also Wenden (1987) introduced the importance of strategy training in raising learners' awareness on the how and when strategies are used. Surprisingly, few works were conducted with regards to communication strategies' instruction and their effects on learners speaking anxiety (e.g., Majd, 2014). Additionally, communication strategies are used to remedy communication breakdown that are utilised by both indigenous and non-native speakers of the English language (Rubin, 1987; Dörnyei, 1995). Accordingly, Al Hosni (2014) contends that the students' inability to speak is due to the insufficient strategic and communicative competence. By the same token, Chuanchaisit

and Prapphal (2009) believe that additionally to the speaking difficulties most of the language learners confront while communicating namely, low linguistic repertoire (vocabulary, grammar, etc); learners inappropriate use of communication strategies might also result in unsuccessful communication.

Besides, Dörnyei (1995) claims in his work “on the teachability of communication strategies” that communication strategies are used to avoid communication breakdown and needed by English language speakers being it native or foreigner. He also put forth that teaching communication strategies for foreign learners yield fruitful benefits in terms of developing communicative competence and overcoming communication breakdown.

Importantly, Majd (2014) in his investigation of the impact of teaching communication strategies on Iranian EFL learners’ anxiety and motivation level reported positive wash back concerning the decrease of students’ feeling of anxiety and burgeon of their incentives to communicate comfortably. Therefore, he (2014: 3) directly quoted that: “Teaching CSs can be a solution to this problem and not only can improve learners’ communication skills, but also decrease their anxiety level, increase their motivation and can pave the way for learners to become more successful in EFL learning”.

In brief, our aim behind this study deviates a bit from the previous researchers on instructing specific communication strategies to verify whether the students’ speaking anxiety will alleviate.

II. Statement of the Problem

A lot of researchers conducted investigations related to student’s speaking difficulties such as Ur, 1991; Shumin, 2002; Jamshidnejad; 2010; Juhana, 2012; Bougandoura, 2012;Yahia, 2012; Akasha, 2013; Al Hosni, 2014 who view speaking problems in two different lenses either linguistic including, lack of vocabulary, inability of constructing accurate sentences, prosodic/ pronunciation disabilities, language transfer; or affective/ psychological namely, anxiety, inhibition, motivation, low self confidence and self-esteem. Hence, according to the findings accumulated from the analysis of the problem identification questionnaire distributed to third year, LSD (Language Sciences and Didactics), LMD (Licence, Master, and Doctorate) students. 58.8% of the students’ participants complained about having speaking difficulties that will likely be related to linguistic and affective

difficulties according to the previous studies especially the one of (Bougandoura, 2012) investigating the Algerian EFL learners speaking difficulties.

Concerning the students' use of communication strategies, the analysis of the Students' Preliminary Questionnaire shows that the majority of students resort to the use of avoidance strategies which are among inappropriate strategies to have an ongoing communication, and to develop the communicative competence. Similarly, the participants, instead of giving help while their fellow student is speaking, remain silent which reveals that the students need some training to apply this strategy effectively. For further detailed review of results of the preliminary questionnaire see p. 47.

III. Research Questions

To back up our research, we raised the following questions that we wish to answer at the investigation level:

Q1: What are the students' attitudes towards communication strategy use?

Q2: Would third year LMD students who are taught specific communication strategies show less speaking anxiety than those in the control group?

Q3: Is teaching communication strategies a practical way to lessen students' speaking anxiety?

IV. Research Hypothesis

The cause/effect relationship between the two variables leads us to testify how well the independent variable (oral communication strategies) contributes to less learners' anxiety while speaking. Hence, a directional type of hypothesis is raised:

-If teachers train learners to use the appropriate communication strategies, then they would feel less anxious during oral sessions.

V. Research Goals

The purpose of our current study is threefold. First, we aim to find out the effects of teaching specific communication strategies on EFL learners' speaking anxiety. Second, we tend to consolidate the learners' strategic competence to enable them communicate freely. Third, we seek to verify the importance of teaching communication strategies and implementing them to classroom speaking activities.

VI. Significance of the Study

Despite the growing body of research about anxiety and its influence on students' language learning achievement in essence and performance in particular, the issue remains insoluble among EFL learners. In this present study, however, we propounded the teaching of communication strategies as a remedying injection for learners' speaking anxiety that is, surprisingly, testified successfully by only some researchers including Majd 2014. To this effect, this actual research will likely be of considerable interest for both teachers and students in their awareness rising towards teaching and learning communication strategies following the same order. Furthermore, the findings could give teachers some insights about the feasibility of teaching communications strategies. Likewise, learners will probably benefit from this study by implementing them in the classroom to avoid communication breakdowns, and compensate for their linguistic weaknesses. Finally, even the syllabus designers will probably be of great interest in developing a future speaking curriculum considering communication strategies instruction the rudiments of the syllabus.

VII. Population and Sampling

The population of our research concerns third year LMD, LSD students at the University of Bejaia department of English who are grouped into 12 groups with a total number of 408 students, and the average number of each group is 34 with their 7 teachers of oral expression. The participants enrolled to our investigation is group 2 that represent 8.33% of the whole population who are randomly selected, and this group is split into two sub-groups equally numbered (17 students in each). So, our present investigation conducted only with one of the sub-groups and a comparison of results between the two sub-groups is reported to reliably confirm the hypothesis set right from the beginning of the work.

VIII. Strategies Choice and Supporting Claims

We selected the strategies on which we train our participants according to Dörnyei (1995:58) taxonomy and the following claims:

Dörnyei (1995: 62) claims directly using the following terms:

As some strategies (such as message abandonment) are clearly not desirable to teach, whereas some others (e.g., circumlocution or appeal for help),..... are not only useful and desirable, but also involve certain core words and structures, which lend them-selves readily to classroom instruction.

Oxford (1990:49) asserted that “*Compensation strategies, like getting help and coining words, may lead learners to gain new information about what is appropriate or permissible in the target language*”.

Hence, we have selected the following strategies because they are classified by researchers as the appropriate and useful ones in avoiding speaking difficulties. In the same line, Dörnyei (1995), emphasized the importance of teaching compensation strategies, and among them are the following:

1. **Circumlocution:** describing or exemplifying the target object or action (e.g., the thing you open bottles with for corkscrew).
2. **Approximation:** using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sail boat).
3. **Appeal for help:** turning to the conversation partner for help either directly (e.g., what do you call . . . ?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).
4. **Use of nonlinguistic means:** mime, gesture, facial expression, or sound imitation.

IX. Methodology and Research Design

Our research design is quasi-experimental since it is a cause/ effect issue, and our methodology choice has been fallen upon a hybrid one of both qualitative and quantitative to meet the intended goals. A triangulation of three data collection procedures: questionnaires to statistically describe the issues faced by learners (preliminary questionnaire to demonstrate the existence of the problem, pre and post-test questionnaires distributed for the sub-groups separately in a form of a scale to gauge their level of anxiety and quantify whether there is any marked difference by the end). Accordingly, Seliger and Shohamy claim that

questionnaires (1989:172) “are used mostly to collect data on phenomena which are not easily observed, such as attitudes, motivation and self-concepts”. Additionally, learners’ speaking log was given at the end of each session to report students’ feelings once using the taught strategy that play a role of a student learning diary. Also, a focus group interview conducted at the end of the training program with some of the students’ participants aiming to find their attitudes towards learning and using communication strategies during oral sessions.

X. Data Analysis Tools

We used SPSS (Statistical Package for Social Sciences) version 17.0 and word excel 2007 to help us reliably scrutinize the coded data accumulated from our participants.

XI. Chapter Demarcation and Division

The whole work is framed with a general introduction and conclusion. Its body is split into two chapters; the first chapter provides a literature review for the two variables of the title, but the second chapter is devoted to the practical side of the work. To delve more on how the work will be undertaken, we cater for you the following summary:

Chapter one: It is divided into two further sub sections. The first section handles language speaking anxiety in which we will start with language speaking anxiety definitions, its causes, symptoms; solutions so on and so forth. The second section approaches communication strategies its roots, definitions, taxonomies, benefits of teaching them.....etc.

Chapter two: This copes with “**Research design and data analysis**”. It is further divided into two portions ; the first section grapples with the description of the procedures and tools we have utilized ; it also provides the readers with a pertinent analysis and interpretations of the findings that are presented in terms of tabular (statistical tables and graphics). The second section represents the implications, limitations, and recommendations for further research that assists EFL community, learners as well as teachers to tackle the problem in divergent angles rather than ours.

Eventually, our theses ends with a general conclusion that gives a summary of all the parts and elements discussed throughout the span of our research work, and also it summarizes the main research findings of this investigation.

Chapter one: A Theoretical Framework of EFL Speaking Anxiety and Oral Communication Strategies Instruction

Introduction

The bulk of this chapter is devoted to the explanation of the theoretical concepts related to the principal variables of our research that is further split into two independent sections. The first section represent language speaking anxiety and related concepts including, definitions, types, causes, symptoms, solutions, correlates (learners' personality, motivation...etc) and Krashen's affective filter theory then we finalize with anxiety measuring tools and previous findings. The second section, however, copes with oral communication strategies as the pillar variable of this actual investigation on which we will introduce its origin, definitions, taxonomies, and sharpening the focus towards its major types avoidance and achievement strategies, and the three stages followed to teach them; then presenting some benefits and techniques of teaching the aforementioned strategies (achievement ones); afterwards we end up with factors influencing their selection and implementation.

Section one: EFL Speaking Anxiety

Learning a foreign language requires a mastery of four skills notably, reading, writing, listening, and speaking. The latter skill is hampered by psychological factors most importantly anxiety which render learners unwilling to communicate despite their language competence. To diminish the aforementioned issue, it is important for teachers to create a stress-free environment putting into practice the concepts clarified in this section.

I. Definitions of Language Speaking Anxiety

Anxiety is open to a myriad of definitions due to the burgeoning bodies of research on this inevitable and pervasive psychological phenomenon which penetrates to almost all of the foreign language venues and touches adults but most importantly children (Frey, 2004); by the same token Curtone (2009: 56) states that *"there are many varying degrees of intensity, which seemingly make it [anxiety] difficult to apply boundaries towards a set definition."* Broadly speaking, anxiety is a state of nervousness, tension, sensation of indistinct alarm, uneasiness and worry which resulted in intimidating expectations of imprecise situations

(Riasati, 2011; Trofini & Shahin, 2011; Alrabai, 2014) which is seen as the opposite of well-being (Montgomery, 2013). Controversially, it is an individual psycho-physiological reactions and negative perceptions which loom from the novelty and uniqueness of the language classroom stimulus, and even an emotional frustrations provoked mostly by speaking tasks , say, a role playing or listening and rarely by reading and writing tasks ,that is to say, anxiety is specifically related to language learning situations (Horwitz, Horwitz, & Cope, 1986; Horwitz,2001; Ganschow & Sparks, 1996; Young, 1999; Tôth, 2006; Ellis,2008; Bailey, 2010; Hashemi & Abbasi, 2013). Besides, language speaking anxiety, in its narrow view, is an affective state with a double-edged sword either hampering or promoting learners' learning process in general and performance in particular which can render learners either too perceptive , motivated or inattentive, (Huberty ,2004; Subaşı, 2010; Ellis, 2008). Importantly, a feeling of anxiety can arise from a negative anticipation of coming events on the basis of the failed similar past event (Huberty, 2004; Frey, 2009; Lowe & Road, 2008) which can occur in either predicted or a real situation. For instance, a student thinking that if s/he answers the teachers' questions wrongly, other classmates will poke fun on her/him (imaginary situation of anxiety), whereas when the student is performing a role play for an oral exam and a sort of apprehension spring readily (this is a real anxiety situation) (Huberty, 2004).

In brief, general anxiety is a sensation of unhappiness, worsening tension and apprehension accompanied with low self- assurance and esteem and a heightened self-preservation and inhibition (Scovel,1978; Brown, 2000; Yahya, 2013) which become language anxiety when associated with language learning and use that is further termed situation-specific anxiety and distinguished from other sorts of anxieties namely, trait and state anxiety (Horwitz, Horwitz, & Cope, 1986, MacIntyre, 1999; Tsui, 1995; Ellis, 2008; Yahya, 2013) all of which will be explained in the following discussion.

II. Types of Anxiety

Speilberger was the pioneer who made up a distinction between trait and state anxiety in-between 1966 and 1985 in terms of their features, symptoms and even duration (Barlow, 2002; Frey, 2009) though viewed by McCroskey (1984) as an erroneous distinction. In this respect, Brown (2000) argues that anxiety is likened to self-esteem when considering the levels of experience either from the profound level, trait anxiety, or from the shallow level, state anxiety, which either impede students from learning engendering low motivation, esteem

and low participation and gambling in the language classroom or help them to do their best to perform a language task (Tsui, 1995). Moreover, it is already mentioned in the above discussion that language anxiety can either hinder or foster learning which refer to the debilitating and facilitating anxiety following the same order. By the same token, language anxiety is labeled under the leaf of state anxiety since it is specific to language learning and use which is further divided into facilitative and debilitating anxiety (Tsui, 1995; MacIntyre, 1999; Ellis, 2008; Frey, 2009). The four concluded types of anxiety are going to be explained independently for avoiding the risk of confusion.

II.1. Trait anxiety. It is the general, steady, and permanent sensation of apprehension and nervousness that every individual possess in their normal behaviors despite the circumstances -daily, educational, worthy, and even unworthy events /acts- varyingly in intensity which shapes anyone's personality(MacIntyre, 1999; Brown, 2000; Horwitz, 2001; Dörnyei, 2005; Ellis, 2008; Frey, 2009; Subasi, 2010), and it is hardly removed or even impossible which can neither be avoided nor changed (Riasati, 2011 ; Dam, Gros, Earleywine & Antony, 2013). For example, MacIntyre (1999) estimates that a high level of trait anxiety form a severe anxious person while a low degree of it shapes a calm and quiet sorts of persons (the idea of cold and warm-hearted kind of persons from Young, 1999) that is married up to neuroticism which is deemed as a component of one's personality in the main (Barlow, 2002; Piniel, 2006).

II.2. State anxiety. Unlike trait anxiety, state anxiety is the negative anticipations, unsteady and fleeting or temporarily feelings of uneasiness which occurs instantaneously within particular threatening essential events a test, for example, or when learners exposed to a novel and unique classroom stimulus which is usually related to language examination, oral performance, classroom participation and the like (MacIntyre, 1999; Brown, 2000; Horwitz, 2001; Barlow, 2002; Dörnyei, 2005; Piniel, 2006; Ellis, 2008; Frey, 2009; Subasi, 2010; Riasati, 2011; Dam, Gros, Earleywine & Antony, 2013). Besides, it fades away over time when the act is accomplished (situation is over) (MacIntyre, 1999; Brown, 2000; Frey, 2009), or when learners start to adapt to the newly classroom concepts along with a good rapport building with the teacher (Tsui, 1995; Riasati, 2011). Additionally, state anxiety negatively influences learners on three major concepts: emotionality, cognition and a change in behavior accompanied with some physical symptoms (MacIntyre, 1999; Ellis, 2008; Frey, 2009) which provokes either a debilitating or facilitating sort of apprehension (Tsui, 1995; Brown, 2000,

Dörnyei, 2005). Accordingly, Subasi (2010: 31) points out that state anxiety is “*the here-and-now experience*”.

II.3. Facilitating anxiety. It is the boom, boom, boom, ‘palpitation’ or the mushroomed heart-pulse and sweating that someone feel prior accomplishing certain loved tasks or events, for instance, delivering a public speech, performing a role play, meeting the fiancé’s parents or a missed friend so on and so forth which usually result in a highly perceptive, motivated, inspired, alert sort of students wishing the best performance (Brown, 2000; Ellis, 2008; Subasi, 2010) and even producing complex grammatical sentences (Cutrone, 2009). In other words, it is a momentary, positive, helpful kind of anxiety (Brown, 2000; Dörnyei, 2005; Ellis, 2008; Subasi, 2010) which is fruitfully used in enacting language tasks and participation in class (Tsui, 1995; MacIntyre, 1995; Dörnyei, 2005).

II.4. Debilitating anxiety. It is a lurching stomach and weaker bodies and minds engendered by a strong feeling of alarm within a specific intimidating action or event which damages the students’ performance, render them diffident, tongue tied, reluctant, unwilling to communicate, low risk taker, despite their abilities in performing well outside the situation (Brown, 2000; Subasi, 2010), and it is reckoned as a negative kind of anxiety and its worry component which hinder the learning process as a whole and language production as a string (Tsui, 1995; MacIntyre, 1995; Brown, 2000; Dörnyei, 2005; Subasi, 2010; Riasati, 2011). Importantly, Brown (2000) propounds that this debilitating anxiety can be transformed into a facilitative one via arousing a balanced feeling of competition and a state of rivalry between students. In the same vein, he (2000: 151) also put forth that “*both too much and too little anxiety may hinder the process of successful second language learning*”.

In a nutshell, from the works of (Horwitz, Horwitz and Cope, 1986; MacIntyre, 1999; Brown, 2001; Ellis, 2008; Frey, 2009), we conclude that language speaking anxiety is a distinguished type from the general anxiety especially when dealing with classroom situations, whereas state and trait, on the one hand, related to the individual sensation of fear towards a specific or diverse situations for a temporary or long lasting duration respectively; Facilitative and debilitating, on the other hand, related to the situations/ tasks on which learners are put on or asked to enact that can either be harmful or helpful for learners (Dörnyei, 2005) following the same order as summarized in the below diagram.

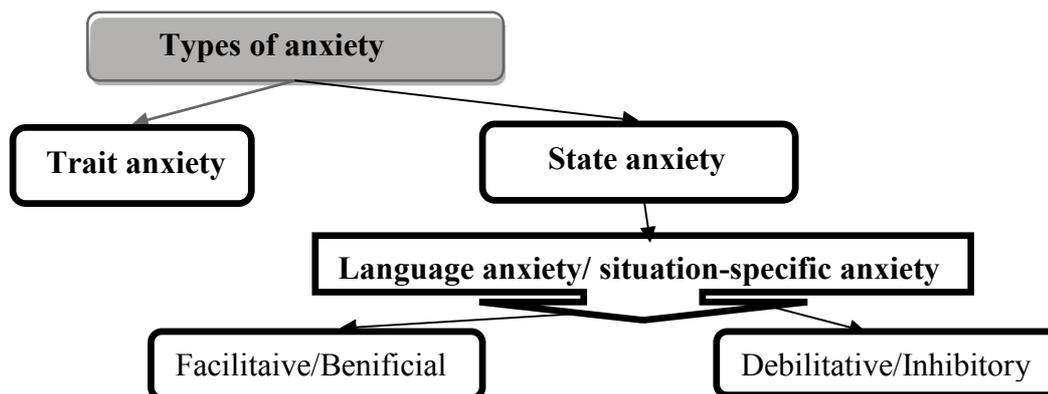


Figure 1: The Diagram Summarizing the Types of Anxiety (Idri, 2012)

Therefore, In addition to the above mentioned external factors of anxiety (i.e. tasks threats), learners' self related concepts lead to the feeling of apprehension including, negative self and others' evaluation (Patten & Glass, 1999; Idri, 2012). In the following discussion, we will present the major factors contributing to state anxiety most importantly speaking anxiety since it is the focus of our present study.

III. Sources and Major Causes of Language Speaking Anxiety

Horwitz, Horwitz and Cope (1986) believe that the feeling of fear makes learners reticent and unwilling to communicate in class accompanied with self-consciousness and stress. Accordingly, Tsui (1995) in line with Liu (2005) state that student procrastination and reticence to verbalize the target tongue is due to some related factors namely, fear of making mistakes, lack of confidence, low language proficiency, shyness, and even teachers' intolerance of mistakes and their corrective, evaluative or humiliating feedback. To emphasize, Tsui (1995: 87) claims that *"the anxiety is further exacerbated by the fact that in the language classroom the teacher often focuses not only on the correctness of student performance in terms of content but also in terms of form"*. Additionally, Young (1991) concluded six sources of anxiety: Personal and interpersonal anxiety, Learner beliefs about learning, teacher beliefs about language teaching, instructor-students interaction, classroom techniques and procedures, aspects of language testing and evaluation. Likewise, Oxford (1999) and Young (1999) assert that oral activities, students inability to comprehend the teacher's activity instruction and their beliefs towards being speaker of a target tongue, a mismatch between teachers' styles and strategies with the learners' ones, in Oxford's (1999:

218) words, “*conflicts between the styles of a given learner and a particular teacher can generate or exacerbate anxiety in the language classroom*”. Considerably, language anxiety may also stem from the students’ negative attitude towards English, a fear of losing their ego and identity in the target culture or the so-called ‘culture shock /inhibition’, also the aroused feeling of perfectionism and competitiveness among the students lead to a sort of apprehension (Plastina, 2005; Ellis, 2008; Cutrone, 2009; Alrabai, 2014).

Despite the endless list of language anxiety sources, we delimit the causes to the three stressors suggested by Horwitz, Horwitz and Cope (1986) including: communication apprehension, test anxiety and fear of negative evaluation.

III.1. Test anxiety. Test anxiety, by definition, is an anticipated feeling of failure (Cutrone, 2009), a fear from vainly performing a task, say, an oral test (Horwitz, Horwitz, & Cope, 1986) a sensation of uneasiness during a test that lead to mental deficiencies including inability to retrieve the stored information and distractions despite the prior test preparation (facilitative test anxiety) (Robinson, 2009; Burege & Heath, 2008) though the emotionally categorized events are easily recalled (Mather, 2009) and also “*an emotion that results from an awareness of being unprepared for the test*” (Robinson, 2009: 388) that is labeled as debilitating test anxiety (Burege & Heath, 2008). Besides, there are three sorts of test anxious learners namely: 1) those who have the competence but lack the performance capacities and foresight (predict what will be given in a test), 2) those who have a low self- efficacy and confidence despite their well preparedness with the appropriate language skills including both competence and performance, 3) those who perceive themselves effective but in fact they are not (Burge & Heath, 2008). In a nutshell, test anxiety is “*a kind of state anxiety and happens only when one is in a specific situation requiring performance or evaluation*” (Burge & Heath, 2008: 968) a college entrance exam or test curriculum mastery, for instance.

III.2. Communication apprehension. Communication apprehension is a controllable though inevitable state students possess and demonstrate whenever asked to perform in front of foreigners and uncommon faces ,for example native speakers ,which is accompanied with low self esteem due to the novelty and formality of the topic of discussion and low intellectual skills (Amgone & Yigzaw, 2013). Additionally, McCroskey (1984) refers to it as an interchangeable term with reticence, shyness, audience anxiety and unwillingness to communicate that people come across when they are in a meeting, conference (public speaking), job interview (small group discussion) and also when striking up/ starting a

conversation, say a teacher, as termed dyads. Accordingly, Tsui (1995: 113) points out that CA is a “*fear and anxiety generated when communicating with other people in situations such as social conversations, interviews or meetings*”. As a result, learner who suffers from this sort of anxiety will be less fortunate to learn the second language or even speak it since shyness will impede them to do so.

III.3. Fear of negative evaluation. It is the negative feelings students feel in regards to others’ evaluation or the so –called social anxiety (Cutrone, 2009) especially a fear from a humiliating feedback from the part of the teacher during the oral performance (Horwitz, Horwitz and Cope, 1986). Hence, Tsui (1995: 89) points out that “*the avoidance of participation is an attempt to protect one’s self-image by avoiding the risk of making mistakes, being laughed at by peers and being negatively evaluated by the teacher*”. To simplify, students’ fear from classmate’s blank look and teacher’s evaluative/ corrective feedback render them reticent and quiet whereby language practice is not present and language development will even be far away. Additionally, Beth (1999: 50) states that “*Individuals with high levels of fear of negative evaluation attempt to avoid potentially threatening social comparison information to a greater degree than those with low levels of fear of negative evaluation*”. To put it simply, learners who are very thoughtful and reflective will likely to experience those fears of negative evaluation than their counterparts who are impulsive and risk takers speaking whenever the opportunity is available.

In brief, though the above mentioned sources are the major stressors, but they are not the mere ones since language speaking anxiety is viewed “*as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process*” (Horwitz, Horwitz & Cope, 1986: 128).

IV. Symptoms of Language Speaking Anxiety

The feeling of fear and apprehension bring a change in learners’ emotions, thoughts and behaviours (MacIntyre, 1995; Young, 1999; MacIntyre, 1999; Frey, 2004; Dörnyei, 2005; Ellis, 2008) as well as impair their retrieval process whereby the anxious students loose the information stored despite a rigid time of rehearsal (for rote learners) and comprehension (for meaningful learners) (Robinson, 2009). Likewise, Horwitz, Horwitz and Cope (1986) believe that language anxiety is noted for its psycho-physiological symptoms which accompany the

fearful students. Also, Janda (2001) measures the symptoms using the four system anxiety questionnaire (see Appendix 11).

IV.1. Physical and Behavioral Symptoms. They are the bodily sensation termed also somatic by Janda (2001) and human reaction towards an intimidating situation including emotionality (Frey, 2004; Ellis, 2008). Accordingly, MacIntyre (1999: 29) claims that “*the behavioural effects include physical manifestations of anxiety (wringing hands, sweaty palms, faster heart beat) and attempts to physically withdraw from the situation*”. That is to say, in addition to the physical clues of anxious students, the behavioural changes are also of great concern “*related to the fight-or flight reaction to stress*” (Frey, 2004: 40). To exemplify, stuttering /stammering sort of students, worrying about the future, avoiding speech, keeping silent, missing class, procrastinating and also a yellowed face, dried mouth with a pretending illnesses such as headache, irritability and the like (Young, 1991; Ndetei et al. 2008; Bevan, 2009; Grillis-Taquechel et al., 2013).

IV.2. Mental/ cognitive symptoms. They are the marked symptoms of anxiety at the level of the mind which include the decisions individuals make whenever exposed to an anxious act to whether positively or negatively handle it (Frey, 2004; Ellis, 2008) also being thoughtful and careful of how other persons will perceive your feelings of worry (MacIntyre, 1995; MacIntyre, 1999). In addition, these cognitive symptoms lead learners towards irrelevant thinking, lack of concentration, inattention, distraction and also forgetting things with an effortful remembrance (Horwitz, Horwitz and Cope, 1986). In brief, it is “*What people say to themselves or what they report to others*” (Janda, 2001: 26).

**Table 1: The Summary of Some Cognitive, Behavioral and Physical Symptoms
Adapted From Huberty (2004: 4)**

Cognitive	Behavioral	Physical
<ul style="list-style-type: none"> • Concentration difficulties • Overreaction and catastrophizing relatively minor events • Memory problems • Worry • Irritability 	<ul style="list-style-type: none"> • Shyness • Withdrawal • Frequently asking questions • Frequent need for reassurance 	<ul style="list-style-type: none"> • Trembling or shaking • Increased heart rate • Increased perspiration • Shortness of breath • Dizziness • Chest pain or discomfort

<ul style="list-style-type: none"> • perfectionism • Thinking rigidity • Hyper vigilant • fear of losing control • fear of failure • Difficulties with problem solving and academic performance 	<ul style="list-style-type: none"> •Needs for sameness avoidant •Rapid speech • Excessive talking • Restlessness, fidgety • Habit behaviors such as hair pulling or twirling • Impulsiveness 	<ul style="list-style-type: none"> • Flushing of the skin • Nausea, vomiting, diarrhea • Muscle tension •Sleep problem
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V. Factors Alleviating Language Speaking Anxiety

A plethora of factors are listed by many researchers including, (Young, 1991; Phillips, 1999; Oxford, 1999; Beauvois, 1999; Reid, 2007; Kirby & McDonald, 2009; Brophy, 2010) to make learners ready to speak and cope successfully with their anxiety, also factors assisting teachers to deliver feedbacks/ correct learners' mistakes or errors intelligently and at the right moment in a manner of reducing learners' anxiety and making them communicative as well (Nunan & Lamb, 1996; Ur, 1991; Harmer, 2001; Harmer, 2007; Thornbury, 2005) since teacher's feedbacks are the essential contributors of learners' speaking anxiety (Tsui, 1995). All of the diverse factors summarized in fewer than two principles: students' and teachers' anxiety reduction.

V.1. Students' self anxiety reduction. Learners can positively talk to themselves concerning their capacities to verbalize the target tongue saying for example "I don't care if I make mistakes while speaking, we are all here to learn, look other speaking haltingly and don't care" this is called self-talk strategy that lead to self-encouragement of venturing in the language class (Young, 1991; Reid, 2007; Hashemi & Abbasi, 2013). Also, they can utilize the relaxation techniques deep breath and slow speech, for example (Young, 1991); indeed, students can praise and reward themselves via creating a positive image of themselves, having a sense of self-efficacy (Janda, 2001) and searching for what intrinsically motivate them e.g., "I will be graded well if I perform this role in a good manner" this is called learners' self-reward (Brophy, 2010, Hashemi & Abbasi, 2013). Besides, they can self-aware themselves of the negative wash backs anxiety brings to their learning career (Hashemi & Abbasi, 2013). In the main, Reid (2007) propounds that in off hours students can practice sports, yoga, read, make some reflection sessions about their goals and even listen to preferred music to decrease

their anxiety; also Humphries (2011: 65) points out that *“forming friendships helps to diminish the stress experienced by second language students outside the language classroom, because between friends, the fear of negative evaluation is reduced and the level of confidence increased.”*

V.2. Teachers’ language behaviors and roles. Teachers in their sides play an important role in lessening students’ anxiety (Horwitz, Horwitz and Cope, 1986) and this via applying the below enumerated list of factors:

- a) Increasing students’ self-esteem and value prior beginning the speaking class (Phillips, 1999; Kirby & McDonald, 2009; Reid, 2007), make mistakes work for them (Young, 1991), and establish a communicative confidence on them as well (Dörnyei, 2005)
- b) Using stress free methods and approaches including, communicative language teaching approach and techniques (Phillips, 1999; Young, 1991) community language learning and suggestopedia (Horwitz, Horwitz and Cope, 1986; Larsen-Freeman, 2000; Norland & Pruet-Said, 2006; Richards & Rodgers, 2001) all of which aim at students’ negotiation of meaning and fluency practice rather than accuracy and correctness of the delivered message by considering equally the three essential hypotheses Krashen’s input, Swain’s output and Long’s interaction hypothesis (Young, 1999).
- c) Catering for learning styles via investigating learners’ styles and teaching students accordingly e.g., using audio- visual materials to suit both the auditory and visual learners (Young, 1991; Oxford, 1999).
- d) Being flexible enough adopting the far from anxiety roles namely, the facilitative ones in order to have learners gamble freely in the language class, and also carry the characteristics of a good teacher friendly behaving with students, good rapport building and injecting sprinkle of humours to the language class, for instance (Young, 1991; Oxford, 1999; Mohammadi, Biri, Koosha, & Shahsavari, 2013).
- e) Establishing enjoyable learning community wherein cooperative and collaborative learning is used in order to allow learners learn from each other and have the spirit of pair/group work that render them less anxious (Young, 1991; Beauvois, 1999; Phillips, 1999; Reid, 2007) which accordingly flow from the Vygotskian sociocultural perspective whereby constructivism is fostered (MacCafferty, Jacobs & DaSilva Iddings, 2006).
- f) Training students to use language learning strategies in general (Mohammadi et al., 2013; Nishitani and Matsuda, 2011) and compensation strategies in particular (Majd, 2014) as well as teaching them conversational gambits (Phillips, 1999) or as being called by Richards (2008) conversational routines to allow learners use language with great security

when interacting, agreeing, answering questions and the like e.g., by the way, well, you know, I mean, let's see, ..etc.

- g) Using diverse communicative and cooperative activities to authentically bring learners to the speaking stage wherein mistakes are tolerated and motivate them as well e.g., information gap activities, role plays, cued responses, interview, surveys, storytelling, games based activities and the like (Young, 1991; Philips, 1999; Brophy, 2010) and also allow a planning speech time for learners can help in so doing (Ellis, 2008).

Therefore, speaking anxiety *“may not require special treatment, but what it does demand is the careful attitude of language teacher in order to understand and to effectively diagnose the phenomenon in the learner”* (Hashemi &Abbasi, 2013: 645).

VI. Correlates of Language Speaking Anxiety

Controversial results were reported by many researchers as so far anxiety and its relationship with other language variables are concerned whether positive or negative (Tianjian, 2010). Besides, Language anxiety is said to be correlated negatively with learners' personality, motivation, self- confidence, self-perception, self-esteem, self-efficacy and language achievement in essence and their performance in particular (Young, 1991; MacIntyre, 1995; Oxford, 1999; MacIntyre, 1999; Horwitz, 2001; Ellis, 2008) though it can bring fruitful results when it is facilitative in nature (Dörnyei, 2005). Additionally, Toth (2007) investigated the relationship between anxiety , perfectionism and competitiveness whereby the learners who carry these feelings of flawlessly speaking together with a self-doubt in their capacities comparing to those of others they will likely experience anxiety even though they are in an optimal degree of motivation. Accordingly, we selected learners' personality (extroversion and introversion mainly), self-esteem, motivation and language achievements as negatively correlated with language anxiety to be the fourfold of the later discussion.

VI.1. Learners' personality. Personality factors have received scant attention in its relationship with language anxiety or learners affective side (Oxford, 1999; Brown, 2000), and it is deemed as the major attributer of anxiety (MacIntyre, 1995; MacIntyre, 1996; Young, 1991; Tianjian, 2010) especially in the principal distinction between extraverts and introverts (Oxford, 1999). In this case, introverts are intuitive, thoughtful, field-dependent, abstract-sequential, close-minded, intolerant of uncertainties, shy, diffident, reserved, solemn, thin-skinned, analytic, handle grammar and reading tasks easily, dig to the details of information,

but their anxiety seems to trigger right from changing the lenses towards the hatred concepts and situations embracing, speaking in front of a public, group works or performances, evaluative situations where criticism is present (Krashen, 1981; Barlow, 2002; Oxford, 1999; Brown, 2000; Ellis, 2008). Accordingly, MacIntyre (1999: 32) asserts that “*language anxiety is closely related to introversion than it is to a personality trait of nervousness*”, but this is not to indicate that their counterparts are not affected by anxiety though they are sociable, talkative and thick skinned, tolerate ambiguities, outgoing, free class participants (Oxford, 1999; Brown, 2000); “*they may be relatively shy but still need the affirmation of others*” (Brown, 2000: 155). To put it simply, even extroverts learners can face anxiety in situation where an alone performance is involved or the rehearsed concepts are tested (Oxford, 1999; Brown, 2000). Likewise, Ellis (2008) asserts that “*extraverts are less easily distracted when operating from short-term memory, are better equipped physiologically to resist stress and thus have lower levels of anxiety, which allow for greater attentional selectivity*” (pp. 674-675). In fact, both of them are distracted within quick decision making (Oxford, 1999).

VI.2. Motivation. Motivation in all its sub-types integrative, instrumental, intrinsic and extrinsic one is a vital ingredient for language learners (Brown, 2000; Harmer, 2001; Dörnyei, 2001; Saville-Troik, 2006; Brophy, 2010; Tsai & Chang, 2013; Jin, 2014) and a predictor of either success or failure. Hence, the correlation made between anxiety and motivation remains unclear and become like a chicken egg question which one is the cause or the result of the other (Ganschow and Sparks, 1996; Carreira, 2006; Toth, 2007). Accordingly, Horwitz 1996 contends that “*there must be a desire to communicate well in order to worry about how your communicative efforts are perceived*” (as cited in Toth, 2007: 127). In other words, the strongly motivated learners who dedicate all their efforts to study aiming for a flawless speech and perfectionism, they will be more likely to face high degrees of anxiety than those who are less effective studying at normal pace. In a nutshell, we conclude that a balanced degree of motivation can create a stress free environment for learners which lead them for better performances.

VI.3. Self-esteem. Janda (2007) believes that low self-esteem and that individuals possess is not because of threatening situations as labeled by Brown (2000) into global, situational and task self-esteem, but rather from the negative beliefs and perceptions they harbor prior facing the task. Correspondingly, self-worth and value can be the first cognitive factor in triggering anxiety that results in lowered self-confidence and self-efficacy and of

course get demotivated, thus a failure in task performances (Vieno, Santinilo, Pastore, & Perkins, 2007, Brown, 2000). Accordingly, Rubio (2007: 5) claims:

self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances.

VI.4. Language Achievement. By language achievement, we mean the grades and outcomes learners get by the end of an academic exam either written or spoken in more technical terms it is the results of learners after the formative or summative assessment that is contrasted to language aptitude which is measured prior class instruction (Richards & Schmidt, 2002). Furthermore, MacIntyre (1995) believes that not only the language aptitude of learners influences their results but also their levels of anxiety do so. Besides, many researchers replicated successfully the negative correlation between language anxiety and language learners' achievement in general and performance in particular and also reported its existence for example the works of (Horwitz, Horwitz and Cope, 1986; Phillips, 1992; Aida, 1994; MacIntyre, 1995; MacIntyre, 1999; Horwitz, 2001). In other words, they claimed that learners with heightened levels of anxiety, they will probably have poor grades and bad oral performances characterized with full of pauses and hesitations despite their language capacities, and also it have them loose their confidence and self-worth. Accordingly, "*poorer achievement performance may occur if students are distracted by anxious thoughts and feelings, which, in turn, interfere with their ability to concentrate, learn, and/or complete academic tasks*" (Grillis-Taquechel, Fletcher, Vaughin, Denton, & Taylor, 2013: 393). In the same way, MacIntyre (1999: 34) points out that "*it seems clear that high levels of language anxiety are associated with low levels of academic achievement in second or foreign language.*"

VII. Krashen's Affective Filter Theory

LeDoux 1996 claimed that "*minds without emotions are not really minds at all. They are souls on ice-cold, lifeless creature devoid of any desires, fears, sorrows, pain, or pleasure*" (as cited in Young, 1999: 18). Similarly, Brown (2000) states that affection and cognition feeds on each other and dependent as well since an injured/ healthy heart causes an injured / healthy mind. Likewise, Chomsky (2000: 2) asserts that "*we also need a brain to decide what to say, how to say it, and to make the components of articulatory apparatus move at just the*

right time". Krashen (1981) in his side comes with the affective filter hypothesis to explicate how the individuals' affection decide on the how much input will roll up to their 'black box' or the so-called LAD (language acquisition device) and how much of it will be cognitively processed and transformed into intake that will further be used as output. Furthermore, Krashen (1981) put forth that the more secured emotional side the learners-children or adults-have, the less input filters will take place. That is to say, if students are highly motivated, autonomous, self-confident, extraverted, carrying positive self-image, attitudes and esteem along with a facilitative anxiety, they will likely receive and mentally process more inputs than their counterparts who harbour "self-deprecating thoughts" as referred by MacIntyre (1999), a heightened debilitating anxiety, a lowered motivation, introversion, ego -protection and self-doubts which cause a 'mental block' as the concrete example given by Ellis (2008: 692) from a student's diary saying "*I was quite frightened when asked questions again. I don't know why; the teacher doesn't frighten me, but my mind is blocked when am asked questions*". Moreover, the latter kind of students according to Krashen (1981) will have a mushroomed input filter, incoming only few if no information despite the delightful presentation and explanation of the input from the part of the teacher. Therefore, with the teacher's roles in both abating the exacerbated students' anxiety and creating healthy affects learners, thereby a straightforward welcoming of comprehensible input from the learners' part. However, MacIntyre (1999) claims that Krashen's hypothesis handles with only the effects of aggravated affects on students' language acquisition in the input stage, but the fact that a high anxiety can influence and permeate learners' language learning in any stage namely, input, cognitive processing (intake) and output that comes either written or spoken, indeed this was not considered by Krashen. Hence, the affectionate side of learners plays a focal role in predicting success or failure in language learning (Oxford, 1990; Rashidi, Yamini & Shafiei, 2011) and even touches the teacher in some ways. The famous tool of measuring anxiety will be the terminal element to consider in the present section.

VIII. Foreign Language Classroom Anxiety Scale

It is a scale devised by Horwitz, Horwitz and Cope (1986) which is used to measure the respondent experiences of anxiety in the three termed areas: test anxiety, fear of negative evaluation and communication apprehension and also gauging students' level of debilitating anxiety in general and their speaking anxiety in particular. Besides, it is a questionnaire format consisting of 33 items that were answered using the 5 point likert scale ranging from 1

(strongly disagree) to 5 (strongly agree) with the mediating opinions of disagree, undecided, and agree (see appendix B for more details on the format and statements of the scale that is made ready for use). Furthermore, it can be computed by adding each respondent answer to the suggested opinions in which one negative followed with its positive view, it can also be separated into three parts according to the above measured sources of anxiety that can give both sub-scores and overall scores (Horwitz, Horwitz, & Cope, 1986). That is to say, the whole FLCAS can further be divided into three components according to their items: test anxiety (belonging items: 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28), communication apprehension (belonging items: 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32), and fear of negative evaluation (belonging items: Item 2, 7, 13, 19, 23, 31, 33) despite the controversy reported by Aida (1994) in her examination of the scale, she came with another subdivision including four different categories: Speech Anxiety (items 1, 3, 4, 7, 8, 9, 12, 13, 16, 18, 20, 21, 23, 24, 27, 29, 31, 33,) Fear of Failing (items 10, 22, 25, 26,) Negative Attitude (items 5, 17,) Comfortableness (items 11, 14, 32) and ends with Cronbach alpha coefficient of .94. Alrabai (2014), however, divides the scale into two global sources as experimented with Saudi EFL learners namely, language class anxiety (includes negatives attitudes towards English class, comprehension anxiety, language test anxiety) and language use anxiety (comprises speaking anxiety, fear of negative evaluation, social image anxiety).

Moreover, Horwitz, Horwitz and Cope (1986) state that FLCAS demonstrates internal reliability with an alpha coefficient of .93 and with a test retest reliability $r = .83$ ($p < .001$) which proved its construct validity. However, Ganschow and Sparks (1996) believe that this scale is unique to foreign language classroom which include 60% of the questions dealing with productive and receptive language, 15% concerns cognitive or language comprehension processes and the remaining 12% of questions measure the language speed, but it does not include a part measuring students' anxiety in their first language as an attribution to their second language anxiety and also their language aptitude.

So far in this section, we have explained the key concepts of speaking anxiety from the lenses of numerous scholars who enabled us to understand that anxiety is a solid barrier that impede learners from throwing out their knowledge into utterances.

Section two: Oral Communication Strategies Instruction

Many EFL learners experience linguistic difficulties when attempting to communicate in the target language, thus, they directly stop speaking or fill the speech with so many pauses including, em er, ah... so on and so forth. Most importantly, we find that learners need to be familiarised with the different communication strategies especially the appropriate ones to allow them maintain speech despite the communication breakdowns they face from time to time. In this section, we discuss the different strategies and their benefits.

I. Roots of Communication Strategies

According to Byram (2004) and Oxford (1990) strategy comes from the Greek word “strategia” which means intelligent techniques taken to win a war, but in education are much more than beating an enemy; they are steps and techniques someone uses to target and exert control over his/ her goals (Byram,2004). Similarly, Cohen (1998a) refers to strategies as both the overall and specific techniques for tackling learning issues. Furthermore, learning strategies, in essence, are the ‘toolkit’ used by learners whilst learning to actively, purposefully, and autonomously store and interpret the incoming information in the mind (Byram, 2004). They are also workable plans that foster learners’ language acquisition either directly or indirectly in terms of storage, perception, and production of language items (Oxford, 1990). In other words, Learning strategies lead for learners’ flexibility, self-regulation, self-monitoring, and even fluidity in speech.

Additionally, Cohen (1998a) and Byram (2004) state that there is a salient distinction made between language learning strategies and language use strategies -that are globally divided into cognitive, metcognitive, affective and social strategies- though they are both *“processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through storage, retention, recall, and application of information about the language”* (Cohen, 1998a: 4). Besides, Byram (2004) in line with Cohen (1998a, 1998b) argue that language use strategies give birth to so many other strategies notably, retrieval strategies (mnemonic), rehearsal (practice) strategies, cover (masking or image protection) strategies, and communication strategies controversially with Tarone (1980) who placed learning strategies as third type in her communication strategies classification, thereby Oxford (1990) places them under the leaves

of language learning strategies believing that compensation strategies are handy to solve communication problems as they are useful in reinforcing learners' learning in general.

Sharpening the views toward communication strategies, the term 'communication strategies' is first coined by Selinker 1972 and it is witnessed in education since the 1980s when the angles are turned toward using language communicatively and meaningfully (Ogane, 1989; Delamere, 1998; Nakatani & Goh, 2007; Ellis, 2008). Also, they are derived from interlanguage concept which is explained as the language learners create in an intermediate stage of his/her language development that does neither relate to the L1 nor to the L2 language system which increase in a full mastery of the language (Delamere, 1998; Hamer, 2001). In this respect, Cohen (1998a), Cohen (1998b) and Brown (2001) refer to it as the overgeneralisations learners make in the use of the target language that either impede or help learning. Additionally, Brown (2001) claims that these "interlinguals" learners possess can be used to facilitate their language production excluding those of negative transfer that causes fossilisation and erroneous production of language (Cohen, 1998a, 1998b).

In brief, Chuanchaisit and Prapphal (2009) note that the notion of communication strategies is stemmed from the field of applied linguistics that are used not only as a problem-solving but also as a way of circumventing conversational failure. Additionally, Ellis (2008) considers CSs as an interdisciplinary field related to both psycholinguistic and sociolinguistic trends that are presenting part of a strategic competence (Yule, 2006; Brown, 2001) or in Oxford's (1990: 9) words they are "*at the heart of strategic competence.*"

II. Definitions of Communication Strategies

Unceasing definitions of communication strategies are propounded by many researchers even to the extent of putting it as a subject of speculation till nowadays (Dörnyei, 1995; Ellis, 2008). As a matter of fact, the term communication strategy is used interchangeably with oral communication/ speaking strategies (Nakatani & Goh, 2007; Ellis, 2008), compensation strategies (Oxford, 1990; Bailey, 1996) and also "restricted knowledge strategies" as a reflection of students' language immaturity and limitedness in vocabulary and grammar rules (Cohen, 1998; Byram, 2004). Accordingly, Corden (as cited in Zhang, 2007: 44) points out that communication strategy, in a narrow view, is "*a systematic technique employed by a speaker to express his meaning when faced with some difficulties*". Likewise, Rubin (1987), Klam (2007), Chuanchaisit and Prapphal (2009) and also Zare (2012) contend that oral

communication strategies are a set of plans, techniques and tactics deployed by learners in an attempt of approaching their speaking problems. By contrast, Oxford (1990) in line with Bailey (1996) believe that communication strategies are larger than tools of solving communication problems because they can also be used in other skills namely listening, reading and writing. Furthermore, they are strongly related to strategic competence and develop it as well (Oxford, 1990; Dörnyei, 1995). Additionally, Dörnyei and Scot (1997) claim that communication strategies can be used when learners are facing one or all of the three communication problems including, intrapersonal language difficulties (own performance), interlocutors' misunderstanding (others' performance), and little time provided for a time demanding task (time pressure) .

In brief, from the below discussion you will understand more the central features of communication strategies (problem-orientedness and consciousness) and how can be both an interactional and a cognitive matter in a broadened view suggested by(Færch &Kasper,1983).

II.1. Interactional / Sociolinguistic Definition. Communication strategies are used for solving interpersonal communication problems that seem to be its central feature (Ellis, 2008). Accordingly, Tarone (1980: 420) points out that communication strategies are *"mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared"* including *"both linguistic and socio-linguistic structures"*. Likewise, Tarone, Cohen and Dumas (1983: 5) claim that communication strategy is *"a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target rules have not been formed"*. In other words, looking analytically to the above two quotations, we will note the repetition of the word 'attempt' and the two key words 'mutual and systematic' from which we can conclude that they are discourse strategies that are cognitively planned and verbally applied by interlocutors in a trial to convey interactional and meaningful messages in which even Tarone 1977 shows this agreement of consciousness feature of communication strategies that is well revealed by (Ellis, 2008). In brief, Nakatani and Goh (2007: 207) quote that *"the interactional view focuses on the way learners use strategies during interaction that could help improve negotiation of meaning and the overall effectiveness of their message."* To put it simply, communication strategies are helpful strategies for message delivery that are used for interaction and meaning negotiation (Tarone, 1980; Keith & Helen, 1999; Ellis, 2008)

II.2. Psychological / cognitive definition. Communication strategies, in this view, are cognitive plans deployed consciously by learners to solve their own problems i.e intrapersonal processes that any individual possess (Keith & Helen, 1999; Ellis, 2008) which take place within the mental phases of speech production including conceptualization, formulation, and articulation wherein learners conceptualise the message, select the vocabulary and appropriate grammar structure then make it ready to be uttered with a relevant pronunciation (Byram, 2004; Thornbury, 2005; Griffin & Ferreira, 2006; Ellis, 2008; Lewis, 2011). For example, Hua and Nor (2012) classify self-monitoring as an intralingual communication strategy used to reconstruct the already failed speech plan. Accordingly, Færch and Kasper (1983: 36) assert that they are “*potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal*”. To put it simply, Færch and Kasper in their quote want to demonstrate that communication strategies are mental processes students consciously recourse to in a search for an alternative to the misunderstood message to be more clarified and meaningful. In short, Nakatani & Goh (2007: 207) stated that “*the psycholinguistic view addresses mental processes that underlie learners’ language behaviour when dealing with lexical and discourse problems.*”

Overall, highlighting the key words of each definition proposed above, we can come out with a generalized definition covering the socio-psycholinguistic definitions. To demonstrate, communication strategies are strategic techniques, mental conscious plans and sometimes even oblivious ones that learners utilize to guarantee their normal speech flow and avoid the communication problems (Nakatani and Goh, 2007; Færch and Kasper, 1983).

III. Taxonomies of Communication Strategies

Dörnyei and Scot (1997) summarized the nine existing taxonomies including Varadi 1973, Tarone 1977, Færch and Kasper 1983 and others that are further reviewed briefly by Kendall, Jarvie, Doll, Lin, and Purcell (2005) who deliberately focused on Færch and Kasper classification as being deemed the distinguished one among the nine. Likewise, Ellis (2008) estimates that no other taxonomy have been suggested after the ones reviewed by Dörnyei and Scot (1997). Additionally, Dörnyei (1995) reported that despite the variety in the nominations and classifications of the different communication strategies the functions and the purposes of using them remain the same; he further put forth that “*the variety of taxonomies proposed in the literature differ primarily in terminology and overall categorizing principle rather than in*

the substance of the specific strategies” (p.57). In brief, in this study we selected three of them according to the aim and the scope of our research namely, Færch and Kasper (1983), Oxford (1990) and Dörnyei (1995) taxonomies.

III.1.Færch and Kasper 1983 taxonomy. Færch and Kasper (1983) suggested taxonomy of communication strategies which consist of two principal types (i.e reduction and achievement strategies) or more precisely behaviors that are further divided into sub categories. In the main, they are used to help learners overcome communication barriers in a choice of whether abandoning speech or resorting to techniques leading to the intended communicative goals and that in a conscious cognitive manner (Færch and Kasper, 1983). Furthermore, the reduction strategies are said to be split into two other principal categories namely, formal and functional strategies each of which contains sub-types (Færch and Kasper, 1983). The former one comprises strategies at the level of phonology, morphology, syntax and lexicon as well (Ogane, 1998); however Delamere (1998) refers to them in global terms as the ones utilized by learners as a result of L2 rules doubts . For example, the avoidance of cognitively demanding sentences (syntactic), and also avoid using uncommon words for a risk of translating them for the audience (vocabulary). The functional type of reduction strategies, however, contains direct and indirect reduction including, topic avoidance, message abandonment and meaning replacement as well (Færch and Kasper, 1998). To determine, in topic avoidance, students asked to talk about Indians culture for which s/he has no idea so decided to avoid answering (keeping silent or deviating to a known topic), whereas in message abandonment “learners stops in mid-sentence with no appeal to authority to help finish the utterance” using expressions such as, *“I don’t know how to explain”*, *“forget about this”*, *“it’s hard to explain”* (Færch and Kasper, 1998: 44), and in meaning replacement they use overall and inaccurate meaning due to the vagueness of the topic of discussion. Besides, the achievement strategies are sub-divided into compensatory and retrieval ones that are further sub-categorized as being demonstrated in the table below.

Table2: Færch and Kasper (1983) Achievement CSs Taxonomy

Principal types	Sub-types	Examples
I. compensatory strategies 1. L1/L2/L3-based strategies (Rules and lexis)	a. Code switching b. Interlingual transfer c. Inter/intralingual transfer	Saying I will go home domain (a)

English sentence with the English pronunciation waiting for the listeners' feedback if it really exists in English (linguistic hints from other languages to infer the one in the target language); non-verbal clues resemble the one of Faerch and Kasper's non-linguistic strategies which includes mimes and gestures from the speaker and word/ expression guessing from the listener. For instance, a text/ conversation speaking about medicine, listeners/ readers will guess that the word 'medicament' in French means 'drug' in English or even infer the forthcoming words right from the context. What is more, guessing strategies are listeners' strategies usually accompanied with the appeal for help strategy wherein the help from the interlocutor will be facilitated by resorting to the aforementioned strategies, and effective students use them in a subtle manner differently from less adept students (Oxford, 1990). Indeed, Oxford (1990: 99) supported her inclusion of 'guessing intelligently' among compensation strategies with the famous quote of Kathrine Whitehorn stating that "*a good listener is a good talker with a sore throat*".

Besides, the second global type is deemed to be dedicated solely for speaking and sometimes for writing since they are used for making sustained practice in the language and keeping the conversation going; they are further sub-split into eight portions including: code switching, getting help, using body language, avoiding communication partially or totally, topic selection, adjusting/ approximating the message, coining words, using circumlocutions/ synonyms each of which will be explained briefly in the following table.

Table 3: Oxford 1990 Speaking Strategies Taxonomy

Strategies	Descriptions and Examples
<p>1.Switching to L1:</p> <p>2.Getting help</p>	<p>*Inserting words from L1 in an L2 sentence without translating them <i>e.g., la luna es me muter (the star is my mother) mixing Spanish and Germany</i></p> <p>*The process of inquiring help from a fellow student or teacher/ native speaker either hesitantly or explicitly to fill the gap missed in your own speech <i>e.g., I was in the(store), when you called me yesterday.</i></p>
<p>3.Using body language</p>	<p>*Using body movement and facial expression to refer to the intended verbal word <i>e.g., gesturing to</i></p>

<p>4.Total or partial speech avoidance</p>	<p><i>show how a bucket is framed.</i></p> <p>*It is the stopping of speech in mid-utterance or change completely the topic due to its complexity (avoidance strategy) <i>e.g., Islam religion is worshipping God; ok let's converse about something else.</i></p>
<p>5.Topic selection</p>	<p>*The opportunity of choosing the topic of interest where having ample of vocabulary and grammar structure <i>e.g., I want to speak about London cause I really dream to be there.</i></p>
<p>6.Adjusting/approximating message</p>	<p>*The use of the slight and approximate word from the accurate word <i>e.g., jacket instead of a raincoat.</i></p>
<p>7.Coining words</p>	<p>*Creating words / neologism to express the desired message <i>e.g., paper-holder instead of note book.</i></p>
<p>8.Using circumlocution / synonym</p>	<p>*Turning around the exact meaning of a word/ giving expressions or words closest in meaning that require from the hearer to guess the exact meaning <i>e.g., the one wear by horses under their feet made the iron one (i.e horseshoe)</i></p>

III.3.Dörnyei 1995 taxonomy. What is new in this taxonomy in comparison to the preceding conceptualizations is the inclusion of the new type of communication strategies called “stalling or time gaining”. He came with this new view from Faerch and Kasper (1983) identification of problem orientedness and consciousness as chief hallmarks of communication strategies, then he categorized them among the production strategies in contradiction with Tarone (1980) made up distinction between communication strategies and production ones in a believe that they are intertwined and synonymous as well. Besides, Dörnyei (1995) further put forth that pushing learners to use fillers and pauses help them gain time whilst retrieving the stored language, keep the conversation going and also demonstrating their hard trials in expressing themselves, and according to Ogane (1998)

pauses and fillers are signs for inquiring help from the interlocutor. In brief, Dörnyei (1995) dissected the storms of strategies into three independent sections but related as well demonstrated in the below table.

Table 3: Traditional Conceptualizations of communication strategies (cited in Dörnyei 1995: 58)

Avoidance or Reduction Strategies
1. Message abandonment—leaving a message unfinished because of language difficulties.
2. Topic avoidance—avoiding topic areas or concepts which pose language difficulties.
Achievement or Compensatory Strategies
3. Circumlocution—describing or exemplifying the target object or action (e.g., <i>the thing you open bottles with</i> for <i>corkscrew</i>).
4. Approximation—using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., <i>ship</i> for <i>sail boat</i>).
5. Use of all-purpose words—extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of <i>thing</i> , <i>stuff</i> , <i>make</i> , <i>do</i> , as well as using words like <i>thingie</i> , <i>what-do-you-call-it</i>).
6. Word-coinage—creating a nonexistent L2 word based on a supposed rule (e.g., <i>vegetarianist</i> for <i>vegetarian</i>).
7. Use of nonlinguistic means—mime, gesture, facial expression, or sound imitation.
8. Literal translation—translating literally a lexical item, an idiom, a compound word or structure from L1 to L2.
9. Foreignizing—using a L1 word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding to it a L2 suffix).
10. Code switching—using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2.
11. Appeal for help—turning to the conversation partner for help either directly (e.g., <i>What do you call . . . ?</i>) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).
Stalling or Time-gaining Strategies
12. Use of fillers/hesitation devices—using filling words or gambits to fill pauses and to gain time to think (e.g., <i>well</i> , <i>now let me see</i> , <i>as a matter of fact</i>).

In sum, the taxonomies are large in number that we cannot all explain them in this little scoped research, so we decided to tabulate some four other classifications in the appendix part (12, 13, 14, 15, 16) including Tarone 1977, Tarone 1980, Nijmegen 1989 and Ogane 1998 simpler classification also Russell and Losky1998 recommended and non-recommended strategy training. In the following discussion, we will tackle the teachable communication strategies namely, achievement ones considering approximation, circumlocution, miming and appeal for help since they are the selected ones for the present study, but before we will refer briefly to avoidance as anxious learners' strategies.

IV. Avoidance strategies

Avoidance or reduction strategies as being explained above and as being referred by Dörnyei (1995) the unreal communication strategies that impede the learners' from meaning negotiation and language practice (i.e cannot be grouped among the beneficial communication strategies) and also make them *"shift to their native language to get their messages across or try to be silent which leads to a communication break"* (Alibakshi & Padiz, 2011: 941) and that in avoidance of a teacher feedback or classmates' blank look which render them reluctant fossilizing their errors (Lewis, 2011). Correspondingly, the highly anxious students make mistakes and many and appear too hesitant deploying reduction strategies such as repetition, message abandonment and topic refusal, even too much filler that demonstrate their low self-assurance (Rubin, 1987; Tiono & Sylvia, 2004; Alibakhish & Padiz, 2011). Accordingly, Horwitz, Horwitz and Cope (1986: 126) point out that *"anxiety can affect the communication strategies students employ in language class. That is, the more anxious student tends to avoid attempting difficult or personal messages in the target language"*. To simplify, anxiety leads learners to use reduction strategies instead of the achievement ones, thereby they can be classified as anxious students' strategies. In brief, avoidance strategies are not desirable to be taught for learners (Dörnyei, 1995); likewise, Ogane (1998: 10) proclaims that *"If learners are not taught anything about CS, they tend to rely on the strategies that do not work well, such as non effective kinds of Borrowing from L1 and Avoiding"*, and those that should be taught are our later discussion.

V. Compensation/ Achievement Strategies

The term used interchangeably with coping strategies (Alibakshi & Padiz, 2011), interactional strategies (Maleki, 2010), alternation strategies (Huang, 2010), and also lexical communication strategies in cases of students low vocabulary (Russell & Losky, 1998). Add to this, they are used to assists learners verbalize the target language despite their language competence limitation (Rubin, 1987; Bailey, 1996) and are desirable to be trained for learners unlike avoidance strategies (Dörnyei, 1995) that are used to gamble and blunder a bit in language learning (Lewis, 2011) which help in developing fluency and communication self-confidence (Oxford, 1990). Likewise, Faerch & Kasper (1983:46) point out that *"achievement strategies aimed at solving problems in the planning phase due to insufficient linguistic resources"*.

In what follows, we will explain, in a piecemeal manner, the following communication strategies: circumlocution, approximation, appeal for help and mime.

V.1.Circumlocution. It is the turning around the exact word/ expression using identifiers and descriptive adjective that is used in case of forgetting a word or a gambit expression (Bailey, 1996). For example, describing the word instead of valve saying ‘the thing that stop water’ (Russell & Losky, 1998).

V.2.Approximation. The use of the neighboring word from the exact intended one that is easily inferred and understood by the interlocutor ((Russell & Losky, 1998). Accordingly, Bailey (1996: 142) asserts that with the use of approximation strategy “students can alter their message by making it simpler or by changing what they say to fit the term they know or can find easily”. To exemplify, saying ‘a blackboard-pencil’ for chalk or ‘water pipe’ for valve.

V.3. Appeal for Help. It can occur in a direct or indirect manner considering to whom the appeal is addressed either for the interlocutor (inside appeal) or for a thing or somebody outside the context of speaking (outside appeal); also considering the how the appeal will be made using L1, L2 –based language or using the non-linguistic strategies (i.e mimes and gestures) concerning the inside appeal, however, for the outside appeal needing a dictionary or textbook (Russell & Losky, 1998; Brown, 2000). For example using a dog earned bilingual dictionary or telephoning a friend to give you the exact word ‘showery’ for ‘frequent rain’.

V.4.Mime. Færch and Kasper (1983) name this strategy as non- linguistic strategy because it involves the use of mimes, gestures, sound imitation and even picture drawing to express the intended word. Likewise, Oxford (1990) asserts that body language strategies assists the speaker to indirectly seek help from the interlocutor; also help the listener to guess the word right from the mimed description.

VI. Stages of Communication Strategy Training

From the works of (Wenden, 1987; Cohen, 1998a, 1998b; Russell and Losky, 1998; Dörnyei, 1995; Manchón 1999; Nakatani & Goh, 2007; Maleki, 2010; Sonet and Lopez, 2014) who championed the teaching of communication strategies either in a direct or indirect manner, we conclude that CSs training programme can proceed through three stages namely,

observation, instruction and practice phase, and the aforementioned stages will be clued up briefly in what follows.

VI.1.Observation stage. The teacher ‘learner trainer’ as referred to by Cohen (1998a) should firstly monitor the students’ habitual and actual behaviour whilst speaking as far as the communication strategies concerned and their circumstances of use as well prior any instruction delivery on the existing and appropriate ones, thus, to suit the needs of the learners (Lewis, 2011; Sonet & Lopez, 2014). Accordingly, Manchón (1999: 17) asserts that *“the strategy training programme should start with an assessment of the strategies that learners currently use and how well they use them.”*

VI.2.Instruction Stage. It is a metcognitive stage which *“involves raising the student’s awareness of (i) the existence of CS; (ii) their crucial role in communication as problem-solving devices; and (iii) the communicative efficacy of different CS”*. Manchón (1999: 22) and includes two sub-categories of teaching the explicit (Dörnyei, 1995, Cohen, 1998a) and the implicit one (Russell & Losky, 1998). The former one refers to the direct modeling, introduction and presentation of communication strategies to learners following the deductive approach as revealed by Maleki (2010) the bottom up approach to teaching communication strategies. The latter, however, is the reverse following the top down approach through having learners role playing a task (recorded if possible) accompanied with self- assessment by the end or watching others performing either a fellow student or a video of native speaker conversing in real life context (Lewis, 2011), then ask them to identify the what, the how, the why and the where communication strategies are used and the how well the used ones solved the communication problem (Manchón, 1999).

VI.3.Practice Stage. According to Manchón (1999: 22) Learners, in this phase, are yielded *‘the chance of participating in communication activities where (i) a clear communicative goal has to be achieved; (ii) reaching such goal involves problem solving; and (iii) learners themselves realise or set the goals to be achieved and accept the challenge that its realization entails’*. That is to say, students are provided with opportunities to meaningfully, authentically and contextually use communication strategies to insure their transferability even in off hours (Dörnyei, 1995) and thus through engaging them in different tasks and activities (Lewis, 2011) that are spotlighted in the below discussion.

In essence, strategy instruction intend to activate “*students’ schemata in order to deliver meaningful messages in speaking tasks*” (Nakatani & Goh, 2007: 215) and other tasks as well though some researchers including Killerman 1991 disagree with this need of teaching learners to practice communication strategies since he believes that they are already used in their first language, and what they need is just transposing them to L2 situations (Cohen, 1998a, 1998b, Russell and Losky, 1998).

VII. Techniques for Teaching Communication Strategies

According to Ogane (1998:10) “*when teachers teach CS, they should teach through activities, not through lectures, so that the students actually experience using the strategies*”. In other words, communication strategy training is better achieved through involving learners in communicative activities. Hence, a gargantuan of activities have been propounded and applied by many researchers and language scholars including (Dörnyei, 1995; Ogane, 1998; Delamere, 1998; Russell and Losky, 1998; Manchón, 1999; Maleki, 2010; Lewis, 2011; Alibakshi & Padiz, 2011). For example, Dörnyei (1995) utilized topic description, cartoon description, picture story narrative, definition formation in teaching circumlocution, topic avoidance and replacement, using fillers and hesitation devices. Likewise, Alibakshi and Padiz (2011) trained explicitly Iranian language learners of English on word coinage, circumlocution, restructuring, self-repair, approximation through the use of group discussion, story retelling, picture description. Delamere (1998), however, trained Japanese students using free topics activities, and Maleki (2010) preferred the use of monologue and oral presentation to better train individual learner in using communication strategies. Additionally, Lewis (2011) proclaims that in addition to the ordinary and endless speaking activities teachers utilize to have their learners vocalize the target tongue, there are more specific and easily prepared tasks for communication strategy training embracing, language game activities, picture differences, role playing and ‘just a minute talk’ on certain favored topics by learners to practice using time gaining strategies such as “ah, yes...; now, well, actually, you see” and the like. Therefore, we will account for briefly the activities suggested above accompanied with some examples that are applied for training learners to use circumlocution, approximation/ synonyms, word coinage and appeal for help.

VII.1.Topic description. The teacher trainer gives students topics to talk about in no more than 3 minutes proceeding from concrete easily described topic to abstract ones

(Dörnyei, 1995). For example, asking learners to speak about the weather using description words such as hot, makes the sweat fall down, makes us shiver (concrete topic) or talk about happiness using words such as make us smile, jump, scream ...etc (abstract topic). Additionally, Cohen (1998a, 1998b) proposed self –description speaking task wherein students are asked to use the prerequisite language materials to describe themselves to others and thus through consolidating compensatory strategies.

VII.2. Cartoon description. The instructor, here, gives a set of cartoon pictures and asks the learners to describe their content using different strategies including paraphrase, circumlocution, word coinage and this activity is also used for story telling (Dörnyei, 1995).

VII.3. Picture / object and word description. In this activity, the teacher gives either a picture of an object or scene (Alibakshi & Padiz, 2010), and according to Ur (1991: 128) “*this is simpler but surprisingly productive*” where students are divided into groups and given different pictures consulted by all the members of the groups then given two minutes to plan the descriptive sentences related to the picture prior performing them verbally to the whole class. Besides, for word description, teacher provides students a jotted word in a sheet of paper followed with the instruction describe them using expressions or words closer in meaning to the one given. For example, a picture of an envelope with the word below it given to the speaker to describe it using gestures and circumlocution till it is correctly guessed by the listeners.

VII.4. Picture difference activity. According to Ur (2000) this is very beneficial for triggering discussion in class that requires from the teacher to prepare similar but slightly different pictures named A and B whereby the students are put in pairs and each pair receives A and B without showing the pictures to each other. What is more, the teacher asks the paired students to describe the picture for each other in order to glean as many differences as possible with the use of circumlocution, synonyms, and approximation (Lewis, 2011).

VII.5. Taboo game. The teacher trainer splits the students into groups of 4, 5 or 6 according to the time and space, then give each group a blank sheet of paper that is going to be ripped up into square pieces wherein each member of a group write his/ her preferred word that is going to be described for the whole class putting the word paper upside down to allow

the interlocutor guess correctly (Lewis, 2011). Accordingly, Lewis (2011: 52) points out that for activity completion students

will need to use paraphrasing strategies such as describing the function of something, describing what something looks like or what it's made of or other techniques such as using a word that is close in meaning, a general word or simplification

That is to say, the above quotation demonstrates the specific strategies accompanying taboo game. Additionally, for Maleki (2010) it also helps students in using appeal for help strategy, in vocabulary retrieval and development as well.

VII.6. Story telling or retelling. In this activity, students are inquired either to retell an already read or watched story for the whole class without prior preparation to elicit their authentic speech (Cohen, 1998a) and have them practice circumlocution and appeal for help strategy or give them pictures sharpshooting the content of the story to perform it using word coinage and paraphrasing strategies (Dörnyei, 1995). Also, Cohen (1998b) believes that story retelling task allow students to mushroom their language repertoire through providing them a short reading excerpt with some bolded new words and phrases that is performed and summarized verbally referring to the original read story.

VII.7. Role playing. This technique is preferred to take place in the practice phase to have learners reinforce the use of the already taught strategies that can lead to their transferability to outside the classroom (here the student can practice the strategies in real situations outlined as role playing) (Manchón, 1999; Lewis, 2011) or even can be awareness introductory activity for students towards the communication strategies in both of the cases implicit or explicit teaching (Russell & Losky, 1998). Furthermore, Scrivener (2005) contends that in role plays students are given hints or headlines of the imaginary problematic situations in small cards and have them to practice it, and that after outlining which situation, function, sentences tenses and words are likely to be compatible with the situation. For example, imagining yourself in the grocery store, and you forgot the name of 'cauliflower' how are you going to do? ; It seems very easy with the use of communication strategies (Lewis, 2011).

Benefits of Teaching Communication Strategies

Though instructing communication strategies received some controversial beliefs such as Kellerman 1991 who contends that "*teach the learners more language, and let the strategies look after themselves*" (as cited in Russell & Losky, 1998: 102), it is indeed

replicated that communication strategy training bestow students with many upsides valid in solving their speaking hurdles and other daily life situations (Manchón, 1999). Accordingly, Dörnyei (1995: 60) confirms that despite “*strong theoretical arguments reject the validity and usefulness of specific CS training, practical considerations and experience appear to support the idea*” such as (Ogane, 1998; Maleki, 2010) and so many other researchers that are previously mentioned. Therefore, teaching communication strategies, excluding avoidance strategies for purposes mentioned previously, lead to so many benefits that are enumerated in no more than six titles as demonstrated below despite their noted downside as Skehan 1998 states that “*using CS by skilled learners may hinder the development of their interlanguage knowledge resources*” (as cited in Maleki, 2010: 642). Also Rubin (1987: 26) contends that “*although use of communication strategies may lead to learning, the purpose for their use is better communication*”.

VIII.1. Rise students’ awareness toward the existence and cross cultural difference in the use of communication strategies. Students gain some awareness of the declarative, procedural and conditional grounding as far as communication strategies instruction is concerned as well as their pertinence in avoiding communication breakdown and wherein the ability to call for the appropriate strategy in the appropriate context is bolstered (Manchón, 1999, Dörnyei, 1995; Lewis, 2011). Additionally, the teaching opportunity also lighten students mind towards the cross cultural differences in the interpretation of divergent communication strategies (Dörnyei, 1995) take the case of Japanese students who mean come here with fingers curling forward and backward differently from French interpretation who mean go away from me (Ogane, 1998).

VIII.2. Hone students’ strategic competence. It is already mentioned somewhere above that communication strategies are the core component of strategic competence supported by (Russell & Losky, 1998; Oxford, 1990; Brown, 2000; Maleki, 2010) even to the extent of using strategic competence in reference to communication strategies for example in the work of Alibakshi and Padiz (2011) entitled ‘the effects of teaching strategic competence on students oral performance’. Hence, strategic competence seem to be developed with a training on CSs (Brown, 2000) since they, strategic competence, are based on using language flexibly (Yule, 2006) calling for other alternatives to express ideas (Keith & Helen, 1999).

VIII.3. Help students overcome speaking fear. Dörnyei (1995: 64) believes that teaching communication strategies “*help learners to overcome inhibition arising from having*

to operate in L2". Besides, whenever CSs are used and known by learners their speaking apprehension will have a lowered degree (Oxford, 1990; Lewis, 2011; Tiono & Sylvia, 2004). Correspondingly, Dörnyei (1995: 80) contends that they *"provide learners with a sense of security in the L2 by allowing room to manuevere in time of difficulty"*. In other words, communication strategies create confident learners taking risks to speak whenever possible.

VIII.4. Increase students' motivation and self-confidence. When the feeling of fear is lessened, the students' motivation, self-assurance and self-efficacy will probably boosted and strengthened as well (Oxford, 1990; Lewis, 2011; Tiono & Sylvia, 2004). Likewise, Manchón (1999) states that if students bear in mind the fact that there tactics to use whilst forgetting a word/ expression, they will be more participative, risk takers and engaged instead of keeping the tongue tied and hesitating as well. Accordingly, Lewis (2011) points out that *"by enabling our students to use communication strategies we are helping them to take more risks with the language, become more autonomous with the language and deal more confidently with the unpredictable nature of speech"*(pp. 48- 49).

VIII.5.Consolidate L1 skills and develop L2 skills. Indeed, learners try to transfer the L1 CSs into FL context and use them in solving the confronted difficulties (Russell & Losky, 1998) since they face slightly the same problems in their indigenouse language (Ulga, Adnan & Abidin, 2013), thus a simple training and awareness rising sessions will have learners competently utilize those strategies (Manchón, 1999) which help them develop the quality and the quantity of their speaking fluency (Dörnyei, 1995).

VIII.6.Developing autonomous use of communication strategies even in off hours/ outside class. From the above benefit, one can understand that communication strategy training leads to transferability and self-use of the strategies (Manchón, 1999). That is to say, after the reinforced exercises on the existing communication strategies students tend to use them automatically and even strike up conversation in the target tongue outside the classroom since they are conscious of the solving key in times of hesitation (Manchón, 1999). In this vein, Faerch and Kasper (1983: 56) asserts that *"by learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non pedagogic communication situations"* as paraphrased by Lewis (2011) CSs instruction *"bridge the gap between the classroom and the outside reality, between the formal and*

informal learning” (p.46).that is to say, communication strategy training develops students’ authenticity in using the strategies for speaking flawlessly.

VIII. Factors Affecting the Selection and Implementation of communication strategies

Communication strategy instruction can be influenced by some individual variables namely, learners’ language proficiency level, self-perceived proficiency, the type of motivation students’ possess, the how much English used outside the class and their gender (Ulga, Adnan& Abidin, 2013), and whether the activity or task selected may not be compatible with the students’ preferences. However, Bailey (1996) believes that students despite their language level respond positively to strategies use but the difference can be noticed through gender (i.e females are frequent use of communication strategies than males) Besides, Huang (2010) in his investigation of the factors influencing the use of oral communication strategies reported that neither the gender nor the proficiency level of sophomore Taiwan students affected the strategies choice but rather the motivational factors especially the intrinsic one, frequency of using English outside the class and the self-perception towards their language capacities take the front place in deciding which strategies should be used. Furthermore, the highly competent students tend to use the appropriate communication strategies with high frequencies than their counterparts who recourse most of the time to avoidance strategies (Oxford, 1990; Lewis, 2011). By the same token, Færch and Kasper (1983: 41) assert that:

....because of the different communicative status of items from different linguistic levels there are some significant differences with respect to whether the learner can reach is communicative goal by means of a reduced system or whether he has to adopt a functional reduction or an achievement strategy.

In brief, this section provided a clear up-dated overview of the importance, techniques and stages of teaching communication strategies as well as their classification. However, the summary is still in its infancy because so many details are skipped due to the research limitations.

Conclusion

Throughout the span of this chapter, we coped with the different theoretical concepts related to language speaking anxiety and oral communication strategies that help

readers gain some new insights on how handling anxiety and how well communication strategies instruction lead to the development of learners language fluency which reckoned as one crucial component of nowadays language users. In other words, this chapter provided transparent, organized and technically related concepts to the two principal variables of our investigation which are explained independently in separate sections. In the first section, we tackled EFL speaking anxiety its definition, type, causes, symptoms, remedying criterion, krashen hypothesis and at the end introduced the anxiety measuring tool. In the second section, we grappled oral communication strategies, origin, definitions, classifications, techniques and stages of application specifically achievement strategies so on and so forth. In a nutshell, the work remains in its infancy stage since many crucial details are omitted and that due to the scope and limitation of the present research.

Chapter Two: Research Design, Methodology and Results

Introduction

In so far in the previous chapter, we provided the theoretical framework of the two variables of the present research which helped us in obtaining some clarified and transparent understandings of the issue under investigation with an aim of finding out the effects of oral communication strategies instruction on EFL learners speaking anxiety and evaluating its feasibility with the Algerian cases notably 3rd year LSD, LMD students at the university of Bejaia. In this chapter, we aim at practically verifying our research hypothesis and answering our research questions all of which allow us to reach our research goals set at the outset. For this sake, we decided to split the whole chapter into three portions. The first part is devoted to the description of the research design, methodology and participants enrolled in the study. The second segment is consecrated to the presentation, interpretation, analysis and discussion of the findings. The last section presents the limitations encountered during the whole span of the research work, the possible implications and then some recommendations suggested to back up further research in the same field.

Section One: Description of the Study

This section provides painstaking information about the subjects recruited to the present study, the methodology, and the data collection instruments ending up with a brief explanation of the data analysis procedures in which the work confidentiality, reliability and triangulation was demonstrated.

1. Participants

Population, as its name implies, is all the target participants and cases from whom a representative sample is selected and to whom the compiled findings will be generalized (Cohen, Manion, & Morrison, 2000; Marczyk, Dematteo and Festinger, 2005; Biggam, 2008). The target population of the actual investigation is 408 third years LMD, LSD students at the department of English, at the University of Bejaia who are stratified alphabetically into 12 groups; and each group comprises 34 students. For the sake of circumventing the impeding factors such as time constrain in which Cohen, Manion, and Morrison (2000) agree, we selected randomly and merely group two as the sample of our study using a toss of a coin technique that is cited in (Dawdy, Wearden, & Chilko, 2004; Baayen, 2008), but we have first

randomized with a lottery the two groups that were the faces of a coin. Besides, group two has been welcomed to participate in the completion of our experiment through providing them with questionnaires to answer that represent 8.33% of the whole population then become 7.84% (32) due to the two participants who quitted studies in the second term of the year. Hence, from the statistical results of the preliminary questionnaire (see appendix 1) in so far as the students' background knowledge are concerned, we recognized that our participants consists of 26 females (76.47%) and 8 males (23.53%) ranging from 20 to 26 years old. For motivational effects which are very contributing to our research work, we asked students the question of whether or not enjoying themselves being students of English, then we are astonished to find that 30 students (88.23%) of the whole sample answered by yes and only 3 of them (8.82%) replied by no additionally to the one left blank (2.94%).

II. Design and Methodology

Our research strategy is quasi-experimental since our overall aim is to examine the effects of oral communication strategies instruction (independent variable) on students' speaking anxiety (dependent variable), so research objective determine the research design (Chen, 2005). To justify, Biggam (2008: 95) confirms that "*experimental strategy is required when you are interested in causal relationship*". Indeed, quasi-experimental design requires the presence of two groups that are not randomly assigned whereby one stands as a control group receiving standard treatment and the other one as an experimental group welcoming the intervening treatment under equal conditions that are both pre and post tested with a comparison of the results in-between (Cohen, Manion, & Morrison, 2000; Marczyk, Dematteo & Festinger, 2005; Singh, 2006). In our case, the single selected group is already divided into two sub-groups (A & B) for oral sessions' sake, so we directly took the sub-group B as an experimental group with whom the strategies training was conducted i.e 17 students are subjects of the experiment. For a trustworthy and valid research work as Cohen, Manion, and Morrison (2000: 105) defend this with a clear terms saying that "*validity is thus a requirement for both quantitative and qualitative/naturalistic research.*"; thus, we opted for a hybrid methodology of both qualitative and quantitative nature encompassing questionnaires (preliminary, pre-post test), learners' speaking log and focus group interview all of which will be our later discussion.

II. 1. Quantitative data collection. It is used for the aim of quantifying and gauging humans' behaviours in an issue (speaking anxiety in our case), and one way to achieve this is through the use of close-ended questionnaire (Dawson, 2002; Cramer, 2003) providing metric data (Marczyk, Dematteo and Festinger, 2005). In this present study bearing in mind the objectives, we used a preliminary questionnaire for causes that will later be mentioned, a pre-post anxiety test that are administered to both of the control and experimental group separately.

II.1.2. Preliminary questionnaire. For the sake of diagnosing the existence of the raised problem on our participants, we distributed a preliminary questionnaire (see appendix 1) for the selected sample only due to the strike that hampered us from working as being planned. The preliminary questionnaire was firstly administered for the third year students group 1 &3 for piloting reasons; then the piloted questionnaire was handed for the sample group i.e group 2 on January 12th, 2014 during their morning written expression session. To specify, the questionnaire comprises three parts under the following headings: general information that represents background information about students (age, gender, motivation towards English), students' perception towards speaking (motivation towards oral sessions and speaking difficulty), and students' strategy use (as a speaker and a listener). Overall, the questions reflect learners' levels of using communication strategies when facing speaking breakdowns.

II.1.3. The pre-test. A scale questionnaire format (see appendix 2) was given for the respondents to answer anonymously before launching the treatment to gauge their levels of anxiety and predict statistically the major causes of their speaking anxiety. The questionnaire was distributed on March 12th, 2015 during their oral session for the two sub- groups separately which allow us to compare their results confidentially. In the main, Dörnyei (2003) asserts that questionnaires are used for measuring three chief elements about research participants notably, factual, behavioural and attitudinal ones. For a detailed explanation of the scale's content, calculation procedure and reliability Cronbach alpha refer to the speaking anxiety section (p. 20).

II.1.3. The post test. The same pre-test re-administered for our participants as a post-test at the end of the training programme to see whether there is significant difference between the control and experimental group on their speaking anxiety levels.

II.1.4. The training programme. The teaching sessions started on April 5th, 2015 with the two sub-groups (A & B). We trained them to use communication strategies for four sessions with the break for a couple of weeks in between due to our formation sessions in Tlemcen for doctoral studies starting from April 12th to April 25th. Our empirical study examine the cause / effect relationship between the two variables namely, communication strategies (independent variable) and speaking anxiety (dependent variable) through a quasi-experimental research wherein two groups are enrolled. The experiment lasted a month following the instructional stages applied by many scholars (e.g., Manchón, 1999); we started by observing learners' current communication strategies. Then, we moved to the explicit instruction or the so called bottom up approach of teaching communication strategies as backed up by (Dörnyei, 1995; Maleki, 2010) in which we introduced for the learners the strategies we planned to train them on (see appendix 3). After that, we started training our participants to use the selected strategies using different activities as (Lewis, 2011) advise to do so (see appendix 4 & 5 for detailed description of the lessons). Finally, we ended up our experiment with a practice phase (see appendix 6) suggesting role plays as a way of authentically transferring the communication strategies whereby some of the students' performances are video-taped for insuring the success of the training (see the accompanied CD).

II.2. Qualitative data collection. It helps us to live and observe the problem directly on the participants (Silverman & Marvasti, 2008). Also, it can “*offer a different perspective grounded in teachers' and learners' views with a more holistic and contextualized view of many factors that interact in L2 learning*” (Adams, Fuji, & Mackey, 2005). In our study, it consists of learners' speaking log and focus group interview.

II.2.1. Learners' speaking log. It is a journal-like procedure used to glean information about students' reflection, reaction and feelings towards communication strategies instruction (López & Sonet, 2014). Likewise, Penaflorida (2002: 349) confirms that “*learning logs help teachers see what their students are learning*”. In the light of the aforementioned reason, we used a speaking learning log to assess our learners' comprehension of the strategies instructed for them and the benefits they contributed to their speaking performances as far as anxiety reduction is concerned. Indeed, it is also used as a reflection of the coming sessions whereby the enjoyed class criteria are repeated and the disliked ones are pruned or omitted. Overall, it is utilized for students' self reflection of their learning.

II.2.2. Focus group interview. It is a qualitative nature instrument once the aim is asking feeling and development questions to students (López & Sonet, 2014) which requires from the researcher controlling skills to intelligently address the raised issues once the interview started (Dawson, 2002) . That is to say, 11 students from the experimental group participants are invited to participate in the focus group interview- in which they are supposed to answer the questions posed and agree or disagree on each others' comments- for the aim of accumulating information about their perception and enjoyment of the strategies instructed for them, what change do they notice after being exposed to such instruction in their speaking performance, and whether or not oral communication strategies reduced their feeling of anxiety while speaking; then ending up with a general question of how do communication strategies helped them to express themselves freely.

III.Data Collection Procedures

We administered the problem discovery questionnaire on January 12th with a pilot study to test the questionnaire conducted with three groups. Then, we handed the first pre-test for 34 students on March 12th separately (i.e group A & B) at the beginning of the session before launching the strategy training for the experimental group. Our experiment lasted four weeks countless the two interrupting weeks of our interest. We followed the schedule of our sample one session each week for each sub-group on Sunday. The control group took sessions at 8:00 in the morning till 9:40 all along the training in room 3 building three. However, the experimental group took two first sessions from 13:00 till 14:30 p.m on Sunday in room 15 building three. Hence, due to the administration refinement of the sub-group B oral session schedule they took the two final sessions on Wednesday morning from 9:40 till 11:10 in room 3 building three. In each session, we design a lesson plan which we were not following slavishly as Harmer (2007) proclaims (see the appendices 3, 4, 5 & 6 for detailed description of the lesson plans), an observation checklist and recording equipments are used for testifying the success of our training programme with the help of the teacher observer reporting for us all what happened during our teaching process (see appendix 10), and speaking learning log had been administered for the participants in the experiment group by the end of each session, but in the last session we excluded the last part of the learning log (see appendix 7) since its aim is to help us suggest topic from the ones propounded by learners; also it's the end of the experiment . At the end of the training programme, on May 10th for the control group and on May 13th for the experimental group, we distributed the post-test questionnaire for only 32

subjects for reasons that will be clarified later in the analysis part. Later, on May 14th we conducted the focus group interview in half an hour with 11 randomly selected students from the experimental group which encompasses three questions (see appendix 8).

VI. Data Analysis Procedures

The data gleaned from the quantitative paradigm tools (preliminary, pre and post-test questionnaires) is scrutinized using the statistical software programme SPSS version 20.0 then 17.0 and Excel software 2007. We grounded mainly on the descriptive statistics including, frequency distribution, central tendencies (mean & mode) and the shape of the distributions (standard deviation). Learners' speaking log as a descriptive data collection tool interpretatively analyzed through scanning some samples and commenting on them. Data obtained from the video/audio-taped students' speaking task are interpreted through transcribing the content and mentioning the places where some strategies are better used instead of the ones exposed by the participants (i.e using discourse analysis approach) as mentioned before just for the sake of confirming the effective implementation of the strategies. However, the data obtained from the focus group interview are used more for the sake of reliably interpreting and discussing the results.

IV. Work Validity and Reliability

Validity and reliability are two focal criteria of a successful empirical research (Cohen, Manion, & Morrison, 2000; Marczyk, Dematteo & Festinger, 2005; Biggam, 2008). The validity of the work is of twofold internal and external; internal validity means the significant changes accompanied the dependent variable (speaking anxiety) is more likely related to the effects contributed by the independent variable (communication strategies instruction) (Marczyk, Dematteo & Festinger, 2005; Biggam, 2008). Hence, because we are concerned with the students' psychological factor i.e speaking anxiety other intervening variables may also be of great importance as our independent variable such as (students' motivation and maturity); also four training sessions are not ample for achieving acceptable results. Therefore, our work sounds poor in internal validity. Additionally, external validity refers to the generalisability of the sample's findings to the whole population (Cohen, Manion, & Morrison, 2000; Marczyk, Dematteo & Festinger, 2005), as our sample represent only 8.33% in the beginning and 7.84 during the experimentation the findings are not open for generalization. Regarding the trustworthiness of the work (Biggam, 2008), the results gained

from the preliminary, pre and post questionnaires are statistically calculated using the SPSS which warrants accuracy, consistency and objectivity (Biggam, 2008). Moreover, the work reliability is “*often ensured through yet another mean, triangulation*” (Huerta-Macias, 2002: 341), but this work is highly consistent since six data collection tools are used notably, pre-post questionnaire, learners’ log, focus group interview, classroom observation, audio-video tape recording. The three first tools are opted for hypothesis confirmation and the three last instrument i.e observation checklist, audio and video recordings are used for the sake of strategies implementation.

V. Ethical Considerations

Respondents’ anonymity, response privacy and beneficence are crucial in research conduction (Marczyk, Dematteo &Festinger, 2005). For this cause, we explained for the participants the fact that their answers are anonymous and under confidence. Furthermore, students’ benefits are also considered through providing them with new vocabulary and energetic speaking situations for both of the experimental and control group.

VII.Communication Strategies implementation procedure

For the sake of reminding, the major aim of this research is to advance an understanding of the effect of oral communication strategies instruction on our participants speaking anxiety. We selected the following strategies to be the basis of the training:

- Circumlocution
- Appeal for help
- Approximation
- Non-linguistic means

VII.1. Rationale. the purpose of using the above mentioned strategies is to verify their appropriacy in reducing our participants oral anxiety by a way of filling their vocabulary gap.

VII.2. Materials. To accomplish the aforementioned aim of strategies instruction, we opted for some teaching materials backing up the strategies implementation and application. To emphasize, we used pictures (see appendices from 26 to 30) in order to create motivational and energetic atmosphere for the application of the selected strategies and providing the participants with vocabulary clues. We also used the students’ video-taped performances in

the first session of the training to concretely demonstrate for them how they tackle the communication breakdown what they have used to avoid it.

VII.3. Implementation procedures and instruments. We train learners to use oral communication strategies by following the two stages, i.e instruction and practice phase, accompanied with recording materials and an observation checklist. In the following discussion, we will explain how we did so and why using those instruments.

➤ **Instruction phase.** In the first session, we introduced for the learners the four strategies in a form of a task-based speaking activity (see appendix 3) in which some of the students are video-audio taped and analyzed afterwards (see appendix 25) for students' postponed feedback delivery in their effectiveness in using communication strategies. In the coming sessions we provide specified activities on each of the selected strategy. For example, storytelling for using circumlocution accompanied with a picture (see appendix 30).

➤ **Practice phase.** The students are either asked to role play a situation using the strategies or playing a game-like activity in as far guessing strategy is concerned additionally to the ones selected to be the training target. To exemplify, students are grouped into teams of four providing them with definition of a word than asking them to find three other false definitions to be given for the competitive team in order for them to guess the right one.

➤ **Classroom observation.** It is used for the aim of guiding our respondents' behaviours, strategy transferability and our teaching goals achievement. To emphasize, Marczyk, Dematteo and Festinger (2005: 119) acknowledge that observation "*is an efficient way to collect data when the researcher is interested in studying and quantifying some type of behaviour*". In our case, we aim to find out the frequency of the students' implementation of the taught strategies while speaking in which the participants are observed while performing a speaking task with the help of the teacher. The findings reveal that at the beginning students were using a lot of fillers, pauses and mother tongue especially while referring to an unknown word, but with an elaborated practice time they use the taught strategies very effectively with a heightened motivation (i.e circumlocution, approximation, appeal for help and mime) see appendix 26 for a detailed description of the major findings.

➤ **Recording equipments.** Audio-tape recording equipment used to record students' usage of language (Dawson, 2002). For this sake, we opted for audio-taping the students' conversation while practicing a speaking task to transcribe them and remark the extent to which the oral communication strategies are applied by the students. Furthermore, a video tape "*includes a record of body language, facial expression and interaction*" (Dawson, 2002: 66). For this reason, we utilized it to reliably assess, and indicate who succeeded in using communication strategies, and who needs encouraging feedback to do so. Our analysis of this data informed us that students at the beginning failed on appropriately using the strategies but later on managed to do so (see appendix 25 for a detailed analysis of the audio-video taped students' performances).

To sum up, these equipments served as invaluable teaching aids, and by using them the researcher guaranteed that the student participants were using the communication strategies we experimented with, and that they were constantly given feedback on how to effectively use them. In a nutshell, the doors now are open to stride forward to the results' analysis and discussion.

Section Two: Results Analysis and Discussion

In this section, we will analyze the results and discuss them as well. Tabulation is used for reporting the statistical data obtained from preliminary, pre-post questionnaires using frequency values and graphs for demonstrating the significant difference remarked between the two groups' results in the anxiety questionnaire both before and after the intervention. Besides, the data obtained from qualitative data collection tools is descriptively interpreted as already mentioned above in the first section of this chapter. At the end, discussions of the results are covered in relation to previous scholars' findings.

I. Results' Analysis

This section is devoted for qualitative and quantitative data analyses and interpretations

I.1. Students' preliminary questionnaire. The data are firstly prepared and coded for descriptive analysis grounding mainly on frequency distributions, percentages and central tendencies (mode).

I.1.1. Students' Scores on Communication Strategies. The students' answers are coded then calculated statistically basing on frequencies and percentages.

Table 5: Item 1: Students' Perception towards Speaking

Statistics Answers	Frequencies	%
Yes	20	58.8
No	14	41.2
Total	34	100

Note: % = percentages

The table above reports the students' perception towards speaking. It is transparent from the table that 58.8% of the students answered by yes which reveal their eagerness and motivation during oral sessions. 41.2% of the students, however, carry a grudge towards speaking time sessions. These findings show that the majority of our participants are motivated and ready to speak. By way of comparison, 14 students dislike speaking due to some succinct factors as the one reviewed before psychological factor (anxiety) that can in some way influence our experimental study.

Table 6: Item 2: Students' Perception towards Speaking Difficulty

Statistics Answers	Frequencies	%
Yes	26	76.5
No	8	23.5
Total	34	100

The findings revealed in the above table demonstrate the students' perceptions towards speaking difficulty. That is to say, how do our participants see speaking whether difficult or not? Which help us in presuming the numbers of students who feel anxious once speaking. Looking to the percentages, 76.5% of our participants go along with the answer that speaking is difficult, whereas only 23.5% of them are against the speaking difficulty. Overall, these results explain the fact that speaking is anxiety-provoking, complex and difficult process.

Table 7: item 3.1: Communication Strategies Used While Confronting a Speaking Breakdown

Communication Strategies used	Students' scores	
	N	%
1. Stop speaking	4	11.7
2. Ask for help	12	35.29
3. Use mother tongue	19	55.88
4. Describe meaning of words/objects	9	26.47
5. Create new words	4	11.7
6. Use fillers (um, well, ah, err etc)	11	32.35
7. Use synonyms/ Approximation	5	14.70
8. Others	0	0

The table above displays the strategies our participants deploy once facing communication problems most likely the lexical issues. Replies to this question enable us to select the strategies which students need further instructions on, and which ones they need dramatic reduction on their use. From the matrix above, we remark that most of our respondents recourse to mother tongue represented with 55.88% in case of speaking difficulties including forgetting words or even expressions as being clearly noticed through the first sessions of observations . Also, participants show the use of fillers 32.35% in comparison to the remaining strategies that display their speaking anxiety from the insights of (Tiono & Sylvia, 2004; Alibakhish & Padiz, 2011). Despite the fact that students ticked twelfth's times the appealing for help strategy, they are still lacking other important strategies including, word coinage, approximation/ synonyms and circumlocution represented with percentages in-between 11 and 27 that shows the students' half awareness on their usage importance. Finally, we notice that 11.70% of the respondents ticked the case of abandon speech which indicates that the students prefer using mother tongue than just escaping from the conversation. Concerning other suggestions, students presented no answer. In short, there

is no 100% of strategy use percentages accumulation because each student can tick diverse type of strategies at once according to the predicted speaking situation.

Table 8: item 3.2: Students' Frequency of Communication Strategy Use.

Communication Strategies	Students' Answers								Mode
	Always		Sometime		Never		Total		
	N	%	N	%	N	%	N	%	
1: stop speaking	1	2.9	29	85.3	4	11.8	34	100	2
2: appeal for help	3	8.8	21	61.8	10	29.4	34	100	2
3: use L1	11	32.4	18	52.9	5	14.7	34	100	2
4: circumlocution	7	20.6	15	44.1	12	35.3	34	100	2
5: word creation	6	17.6	8	23.5	20	58.8	34	100	3
6: fillers	15	44.1	15	44.1	4	11.8	34	100	1
7: synonyms/approximation	5	14.7	20	56.6	9	26.5	34	100	2

The above table demonstrates the students' rates in seven communication strategies with three options always, sometime and never. In the first place, students show the frequent use of L1 and fillers with 32.4% and 44.1% respectively that represent their speaking anxiety. Furthermore, though students sometime utilize asking for help with 61.8% and approximation/ synonymous with 56.6%, the higher percentage is still marked in the inappropriate strategies notably, speech abundant 85.3% and mother tongue 52.9%. Additionally, 58.8% of the students reveal that word coinage is never used followed by circumlocution with 35.5%. In so far the item of communication strategies suggestion kept empty, so there is no percentage and frequency to reveal. Overall, the results illustrates that students do have awareness and are conscious of the existence of the speaking strategies, but they lack the capacity to select the handy instead of the reduction ones that show their speaking anxiety.

Table 9: Item 4: Strategies Used Once Students Are Interlocutors

Strategies Scores	Giving Help	Fill the Blank with a Guess	Let them Self-monitor	Keeping Silent	No Answer	Total
Frequencies	7	6	10	9	2	34
Percentages	20.6	17.6	29.4	26.5	5.9	100

Noticeably in the above grid, we reveal that students-participants scored high in letting the speaker self-monitor 29.4% that is to cognitively search for the needed word accompanied with self-correction. Besides, students most of the times keep silent when their classmates speak hesitantly or even stop speaking. Statistically speaking, they rated 26.5% in the keeping silent strategy which clearly show that the students-interlocutors prefer keeping silent rather than giving help. Most importantly, the students represent 17.6% in guessing the word or expression from the prior idea the speaker has vocalized. Specifically, 5.9% of the respondents did not reply to the question which shows their laziness. In the main, we can both discern and grasp that students have got that sense of openness towards their roles when the speaker faces certain speaking breakdown, but they also need some training to use the relevant and helpful ones because a good speaker is a good listener as well.

1.2. Analysis of students' speaking anxiety pre-test. Speaking anxiety scale is firstly divided according to the three principal causes of anxiety namely, fear of negative evaluation,, communication apprehension, test anxiety. After that, the finding coded and entered to the statistic software for calculation.

1.2.1 The analysis of the experimental group speaking anxiety pre-test. We separately analyzed the results of each assigned group to our experiment for further comparison both before and after the intervention to reach the validity of the work.

Table10: Item 1: Participants' Fear of Negative Evaluation

Answers Items	Students scores											
	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
I don't worry about making mistakes in the language class.	1	5.9	7	41.2	1	5.9	8	47.1	00	00	17	100
I keep thinking that other students are better at languages than I am.	1	5.9	6	35.3	4	23.5	4	23.5	2	11.8	17	100
It embarrasses me to volunteer answers in my language class.	1	5.9	2	11.8	6	35.3	8	47.1	00	00	17	100
I am afraid that my language teacher is ready to correct every mistake I make.	4	23.5	5	29.4	2	11.8	4	23.5	2	11.8	17	100
I always feel that the other students speak the foreign language better than I do.	2	11.8	2	11.8	9	52.9	3	17.6	1	5.9	17	100
I am afraid that the other students will laugh at me when I speak the foreign language.	2	11.8	5	29.4	5	29.4	5	29.4	00	00	17	100
I get nervous when the language teacher asks questions which I haven't prepared in advance.	3	17.6	5	29.4	5	29.4	4	23.5	00	00	17	100

Note: A=agree, SA= strongly agree, N= neither agree nor disagree, D= disagree, SD= strongly disagree, F= frequency, %= percentages

We reported in the above matrix our participants' fear of negative evaluation through analyzing and comparing the percentages accompanying each item under the right option. In the first glance, we notice 47.1% of the students carry the feeling of anxiety especially when making mistakes during the output process in comparison to 41.2% of the informers who don't possess the aforementioned sensation. Besides, learners are thoughtful and show a high degree in bad social comparison bullying their capacities as well most importantly in speaking that are displayed clearly in the second and the fifth item with the percentages 35.3 (agree) and 52.9 (neither agree nor disagree). Furthermore, in regard to the fourth and the sixth items, a constant percentage of 29.4 has been demonstrated in so far as students' afraid of teachers'

corrective feedback and classmates blank look are concerned. That is to say, equal number of students revealed that they are risk avoidance. However, 47.1% of the respondents disclosed that they wouldn't feel ashamed once answering questions but not the ones they don't have any prior idea about, and that is displayed with the percentages 17.6, 29.4 and 29.4 under the options strongly agree, agree, neither agree nor disagree following the same order in so far as the seventh item regarded. In a nutshell, these findings mirror the low self- image and the feeling of humiliated social evaluation that half of our participants possess.

Table11: item 2: Participants' Test Anxiety

Answers Items	Students scores											
	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
I tremble when I know that I'm going to be called on in language class.	2	11.8	3	17.6	4	23.5	7	41.2	00	00	17	100
It wouldn't bother me at all to take more foreign language class	4	23.5	7	41.2	1	5.9	4	23.5	1	5.9	17	100
During language class I find myself thinking about things that have nothing to do with the course.	4	23.5	7	41.2	1	5.9	4	23.5	1	5.9	17	100
I am usually at ease during tests in my language class	1	5.9	6	35.3	4	23.5	4	23.5	2	11.8	17	100
I worry about the consequences of failing my foreign language class	8	47.1	8	47.1	1	5.9	00	00	00	00	17	100
I don't understand why some people get so upset over foreign language classes.	2	11.8	6	35.3	5	29.4	5	29.4	3	17.6	17	100
In language class, I can get so nervous I forget things I know.	6	35.3	8	47.1	1	5.9	1	5.9	1	5.9	17	100
Even if I am well prepared for language class, I feel anxious about it.	2	11.8	9	52.9	4	23.5	2	11.8	00	00	17	100
I often feel like not going to my language class.	00	00	4	23.5	7	41.2	3	17.6	3	17.6	17	100

I can feel my heart pounding when I'm going to be called on in language class.	4	23.5	4	23.5	3	17.6	4	23.5	2	11.8	17	100
The more I study for a language test, the more con- fused I get.	4	23.5	10	58.8	00	00	2	11.8	1	5.9	17	100
I don't feel pressure to prepare very well for language class.	3	17.6	6	35.3	2	11.8	5	29.4	1	5.9	17	100
Language class moves so quickly I worry about getting left behind.	2	11.8	5	29.4	3	17.6	6	35.3	1	5.9	17	100
I feel more tense and nervous in my language class than in my other classes	1	5.9	5	29.4	2	11.8	9	52.9	00	00	17	100
When I'm on my way to language class, I feel very sure and relaxed	2	11.8	8	47.1	3	17.6	3	17.6	1	5.9	17	100

The grid eleven displays the students' opinions in regards to foreign language test anxiety. Obviously, in the fifth and the seventh item, test anxiety symptoms are present on our participants due to the high percentages (47.1, 47.1, 35.3) we notice in each of the items in both of the options strongly agree and agree. To put it clearly, In the fifth item, almost all of the students show their feelings of worry towards an anticipated failure represented with the percentage 47.1 in the option strongly agree, likewise, 47.1% of the participants ticked the option agree. Additionally, in the seventh item "*In language class, I can get so nervous I forget things I know*"; learners reveal that they suffer from the test anxiety syndromes with 35.3% strongly agreeing and 47.1% of them agreeing the aforementioned statement. Moreover, students low self-efficacy and confidence are clearly illustrated with the accumulated percentages (52.9 & 58.8) in each of the items eight "*Even if I am well prepared for language class, I feel anxious about it*" and eleven "*The more I study for a language test, the more con- fused I get*" in the option agree respectively. Controversially, respondents disclose that they feel more relaxed in the language class and enjoy additional sessions as well by agreeing to the second "*It wouldn't bother me at all to take more foreign language class*" and the final "*When I'm on my way to language class, I feel very sure and relaxed*" option with the percentages 41.2 and 47.1 following the same order; also 52.9 of the students disagree with the fact that language sessions cause more tension than other classes as stated in

the item fourteen. In essence, according the above statistical findings, we observe that the majority of our participants do possess language test anxiety. That is to say, not all of the students suffer from test anxiety.

Table 12: item 3: Participants' Communication Apprehension

Answers	Students scores											
	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
I never feel quite sure of myself when I am speaking in my foreign language class.	8	41.1	00	00	1	5.9	8	47.1	00	00	17	100
It frightens me when I don't understand what the teacher is saying in the foreign language	4	23.5	11	64.7	00	00	1	5.9	1	5.9	17	100
I start to panic when I have to speak without preparation in language class.	00	00	12	70.6	3	17.6	2	11.8	00	00	17	100
I would not be nervous speaking the foreign language with native speakers	7	41.2	7	41.2	1	5.9	1	5.9	1	5.9	17	100
I get upset when I don't understand what the teacher is correcting.	4	23.5	8	47.1	3	17.6	2	11.8	00	00	17	100
I feel confident when I speak in foreign language class	3	17.6	6	35.3	3	17.6	4	23.5	1	5.9	17	100
I feel very self-conscious about speaking the foreign language in front of other students	1	5.9	7	41.2	3	17.6	3	17.6	3	17.6	17	100
. I get nervous and confused when I am speaking in my language class.	1	5.9	4	23.5	4	23.5	5	29.4	3	17.6	17	100
I get nervous when I don't understand every word the language teacher says.	2	11.8	9	52.9	3	17.6	3	17.6	00	00	17	100
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	5.9	5	29.4	5	29.4	5	29.4	1	5.9	17	100
I would probably feel comfortable around native speakers of the foreign language	4	23.5	9	52.9	3	17.6	1	5.9	00	00	17	100

We reported in the above table the experimental group participants' feeling of communication apprehension. From the first glance, we notice that the students' answers can be grouped into four categories namely, teacher's factors, preparation time, facing classmates, facing native speakers. That is to say, students display heightened feeling of apprehension to communicate whilst teacher's instruction, corrective feedback and language are unclear/misunderstood that are illustrated with the percentages 64.7, 47.1 and 52.9 regarding the second, fifth and ninth items following the same order. Besides, learners also reveal that their unwillingness to communicate stem from the lack of preparation time prior performance as we can see in the third case option agree, 70.6% of the participants do attribute the feeling of panic to the aforementioned cause. Furthermore, 41.2% of the students answered by agree to the sixth statements "*I feel very self-conscious about speaking the foreign language in front of other students*" showing that they are quite self-conscious and worry about their classmates' thoughts of their performance. Surprisingly, the students-informers display feeling of confidence and easiness to speak in front of native speakers looking to the high percentages (41.2 and 52.9) obtained in each of the fourth and eleventh statement option agree respectively. In short, the findings disclose that the students do suffer from communication apprehension not with native speakers but rather with teachers and classmates.

1.2.2. The analysis of control group speaking anxiety pre-test. In this part, we present the students' results in the speaking anxiety pre-test.

Table 13: item 1: Participants' Fear of Negative Evaluation

Answers	Students scores											
	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
I don't worry about making mistakes in the language class.	1	5.9	5	29.4	2	11.8	6	35.3	3	17.6	17	100
I keep thinking that other students are better at languages than I am.	00	00	8	47.1	3	17.6	5	29.4	1	5.9	17	100
It embarrasses me to volunteer answers in my language class.	00	00	2	11.8	7	41.2	7	41.2	1	5.9	17	100
I am afraid that my language teacher	5	29.4	6	35.3	1	5.9	4	23.5	1	5.9	17	100

is ready to correct every mistake I make.												
I always feel that the other students speak the foreign language better than I do.	4	23.5	5	29.4	3	17.6	4	23.5	1	5.9	17	100
I am afraid that the other students will laugh at me when I speak the foreign language.	3	17.6	5	29.4	6	35.3	3	17.6	00	00	17	100
I get nervous when the language teacher asks questions which I haven't prepared in advance.	3	17.6	6	35.3	4	23.5	3	17.6	1	5.9	17	100

The table thirteen reports the control group opinions towards fear of negative evaluation. We notice that 47.1% of the students bullying their own capacities in regards to other classmates; also 29.4% of them reflect their worry of how well their classmates will be as well as their evaluation by ticking the option agree to each of the fifth and sixth item. In addition, 35.3% of the participants replied by agree to the fourth statement "*I am afraid that my language teacher is ready to correct every mistake I make*" which displays their frustration from the teacher's evaluative feedback. Furthermore, nine learners reveal that their nervousness can come from the no prior background in as far as teachers' questions are concerned looking to the final item. Hence, from the above analysis, we can conclude that teacher and classmate judging feedback cause the existence of anxiety.

Table14: item 2: Participants' Test Anxiety

Answers	Students scores											
	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
I tremble when I know that I'm going to be called on in language class.	00	00	6	35.5	4	23.5	7	41.2	00	00	17	100
It wouldn't bother me at all to take more foreign language class.	4	23.5	9	52.9	3	17.6	1	5.9	00	00	17	100

During language class I find myself thinking about things that have nothing to do with the course.	7	41.2	5	29.4	2	11.8	3	17.6	00	00	17	100
I am usually at ease during tests in my language class	9	52.9	4	23.5	3	17.6	1	5.9	00	00	17	100
I worry about the consequences of failing my foreign language class	2	11.8	9	52.9	5	29.4	1	5.9	00	00	17	100
I don't understand why some people get so upset over foreign language classes.	1	5.9	7	41.2	4	23.5	5	29.4	00	00	17	100
In language class, I can get so nervous I forget things I know.	3	17.6	10	58.8	1	5.9	3	17.6	00	00	17	100
Even if I am well prepared for language class, I feel anxious about it.	1	5.9	10	58.8	2	11.8	2	11.8	2	11.8	17	100
I often feel like not going to my language class.	4	23.5	5	29.4	5	29.4	2	11.8	1	5.9	17	100
I can feel my heart pounding when I'm going to be called on in language class.	4	23.5	5	29.4	5	29.4	2	11.8	1	5.9	17	100
The more I study for a language test, the more con- fused I get.	5	29.4	8	47.1	2	11.8	2	11.8	00	00	17	100
I don't feel pressure to prepare very well for language class.	2	11.8	7	41.2	3	17.6	4	23.5	1	5.9	17	100
Language class moves so quickly I worry about getting left behind.	3	17.6	7	41.2	1	5.9	5	29.4	1	5.9	17	100
I feel more tense and nervous in my language class than in my other classes	1	5.9	5	29.4	3	17.6	6	35.3	2	11.8	17	100
When I'm on my way to language class, I feel very sure and relaxed	1	5.9	7	41.2	4	23.5	5	29.4	00	00	17	100

The grid fourteen indicates the students test anxiety scores. Looking to the fifth statement “*I worry about the consequences of failing my foreign language class*”, 52.9% of

the participants ticked the option agree which demonstrates their feeling of frustration towards an anticipated failure. Likewise, in the eighth item 58.8% of the students replied by agree which display their heightened anxiety towards language test despite previous preparation. Furthermore, learners reveal that the more they cram or prepare for the exam the more they get anxious and confused and even to the extent of forgetting things they know as clearly illustrated with the percentages of 47.1 and 58.8 in the eleventh and seventh items option agree respectively. However, 52.9% of the learners don not care if they take additional language sessions. In a nutshell, students' test anxiety findings lead us to the conclusion that they do suffer from fears of exam failure.

Table15: item 3: Participants' Communication Apprehension

Answers	Students scores											
	SA		A		N		D		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
I never feel quite sure of myself when I am speaking in my foreign language class.	00	00	8	47.1	2	11.8	7	41.2	00	00	17	100
It frightens me when I don't understand what the teacher is saying in the foreign language	2	11.8	10	58.8	3	17.6	2	11.8	00	00	17	100
I start to panic when I have to speak without preparation in language class.	00	00	8	47.1	4	23.5	5	29.4	00	00	17	100
I would not be nervous speaking the foreign language with native speakers	7	41.2	7	41.2	2	11.8	1	5.9	00	00	17	100
I get upset when I don't understand what the teacher is correcting.	4	23.5	7	41.2	3	17.6	3	17.6	00	00	17	100
I feel confident when I speak in foreign language class	2	11.8	6	35.3	4	23.5	3	17.6	2	11.8	17	100
I feel very self-conscious about speaking the foreign language in front of other students	2	11.8	7	41.2	2	11.8	5	29.4	1	5.9	17	100
. I get nervous and confused when I am speaking in my language class.	3	17.6	5	29.4	3	17.6	3	17.6	3	17.6	17	100

I get nervous when I don't understand every word the language teacher says.	2	11.8	9	52.9	3	17.6	3	17.6	00	00	17	100
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	2	11.8	7	41.2	4	23.5	4	23.5	00	00	17	100
I would probably feel comfortable around native speakers of the foreign	1	5.9	8	47.1	3	17.6	5	29.4	00	00	17	100

In the table above, we yield the control group results in communication apprehension. Firstly, while 47.1% of the participants are unsure of their capacities to speak in front of classmates, 35.3% of them show their self confidence to do so. Additionally, this control group is similar to the experimental one in attributing the feeling of apprehension to teacher's unintelligible instruction, feedback and language in essence regarding to the second, fifth and ninth items which demonstrate high percentages in the option agree 58.8, 41.2 and 52.9 following the same order. Moreover, 42.2% of the students feel quite frustrated from the number of rules one need to bear in mind prior delivering a speech; also they become nervous once called to speak without preparation time as illustrated in the third item option agree whereby 47.2% of the participants reveal that unprepared speech render them quite anxious. Adding to that, 47.1% of the learners-participants reflect that uneasiness and worry are not present once facing native speakers. Therefore, we remark that teacher's factors are the high contributors of communication apprehension in comparison to the other causalities.

Table16: Statistical Comparison between Control and Experimental Group in the Pr-Test

Groups Items	Control group		Experimental Group	
	Mean	Std.	Mean	Std.
Fear of Negative Evaluation	2.7	1.1	2.9	1.1
Test Anxiety	2.6	1.1	2.6	1.1
Communication Apprehension	2.6	1.1	2.6	1.1
Overall	2.6	1.1	2.7	1.1

The table above demonstrates the comparative descriptive statistics of the speaking anxiety scale in each of the control and experimental group. This table intends to compare the means and standard deviations of the anxiety scale items in each of the two different groups for the sake of research validity in comparison to the results of the post-test. It is very obvious from the matrix that the standard deviations (Std.) in each item are equal which show the similarity between the control and experimental group in terms of anxiety. However, the means are different in regards to the fear of negative evaluation whereby 2.7 is marked beneath the control group and 2.9 is marked under the experimental group. The latter suffer from the feeling of negative evaluation more than the former. Furthermore, looking to the two remaining means (2.6&2.6), we can deduce that balanced percentages attributed to test anxiety and communication apprehension in so far as control and experimental group are concerned. The following graph displays the results in a transparent manner.

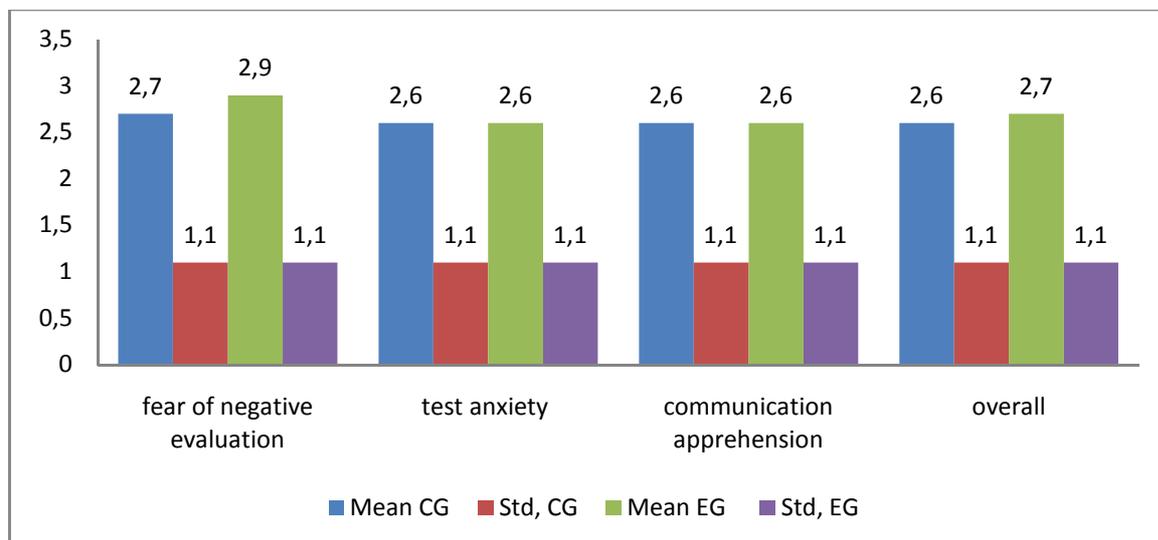


Figure 2: Comparison between the Descriptive Statistics of the Control and Experimental Group in the Speaking Anxiety Scale

Note: CG= Control Group; EG= Experimental Group.

1.3. The post test results. The students' answers are tabulated in terms of means and standard deviation in which the sample moved from 34 to 32 (7.84%) due to two student who quitted studies according to the teacher confirmation. As a result, the control and experimental group are composed of 16 students. We scrutinized the results separately for further comparison that lead to either confirmation or refutation of the hypothesis raised right from the outset mingled with other findings. For easy analysis of the post-test, the researcher used

the mean ranking 3.5 above as reference to low degree (i.e positive results), below 3.4 moderate and below 2.5 high (as Yahya, 2013 did in his work).

1.3.1. Control Group Post-Test Analysis. In what comes, we will provide the control group results on the anxiety scale.

Table 17: Item 1: Descriptive Statistics of Fear of Negative Evaluation

Statements	N	Mean	Rank	Std.
I don't worry about making mistakes in the language class.	16	2,5	High	0,97
I keep thinking that other students are better at languages than I am.	16	3	moderate	0,97
It embarrasses me to volunteer answers in my language class	16	3,4	moderate	1,1
I am afraid that my language teacher is ready to correct every mistake I make.	16	3,5	Low	1,2
I always feel that the other students speak the foreign language better than I do.	16	2,7	moderate	1
I am afraid that the other students will laugh at me when I speak the foreign language.	16	3,1	moderate	1,34
I get nervous when the language teacher asks questions which I haven't prepared in advance.	16	2,6	moderate	1,1

Results of the above table demonstrate that students' responses in fear of negative evaluation factors are moderate in rank with the means between 2.6 to 3.4 and standard deviations between 0.97 to 1.34 except the first and the fourth items. That is to say, contradictory answers are marked in the first and the fourth items with the rank of high (mean= 2.5) and low (mean= 3.5) respectively in as far as students' fear from making mistakes and getting corrective feedback from their teacher concerned following the same order. In other words, students do fear from making mistakes but they do not care about their teacher's evaluative feedback. Overall, the rank of the control group in fear of negative evaluation domain stands moderate.

Table 18: item 2: Descriptive Statistics of Test Anxiety

Statistics	N	Mean	Rank	Std.
I tremble when I know that I'm going to be called on in language class.	16	3,1	Moderate	0,9
It wouldn't bother me at all to take more foreign language class.	16	2,6	Moderate	0,8
During language class I find myself thinking about things that have nothing to do with the course.	16	2,9	Moderate	1,3
I am usually at ease during tests in my language class	16	3	Moderate	1
I worry about the consequences of failing my foreign language class	16	1	High	0,9
I don't understand why some people get so upset over foreign language classes.	16	2,6	Moderate	1
In language class, I can get so nervous I forget things I know.	16	2,4	High	1,1
Even if I am well prepared for language class, I feel anxious about it.	16	2,6	Moderate	1,2
I often feel like not going to my language class.	16	3,1	Moderate	0,8
I can feel my heart pounding when I'm going to be called on in language class.	16	2,3	High	0,8
the more I study for the language test the more I get confused	16	2,5	High	1,3
I don't feel pressure to prepare very well for language class.	16	2,9	Moderate	1,3
Language class moves so quickly I worry about getting left behind.	16	2,1	High	1,1
I feel more tense and nervous in my language class than in my other classes.	16	3,1	Moderate	1,4
When I'm on my way to language class, I feel very sure and relaxed.	16	2,4	High	1

Table eighteen displays the students' opinions towards test anxiety in the language class. From the quick look, we can notice that in nine items the students' responses are in moderate rank with the means between 3.1 and 2.6. However, the students' answers ranked high in each of the fifth, seventh, tenth, eleventh, thirteenth and fifteenth items which reflect their symptoms of test anxiety with the means 1, 2.4, 2.3, 2.5, 2.1, and 2.4 following the same order. For example, the fifth item '*I worry about the consequences of failing my foreign language class*' with the mean equal one reveal that the students anticipate failure and its

results prior language test. Therefore, the control group participants do suffer from test anxiety with an overall high rank mean equal 2.4.

Table 19: item3: Descriptive Statistics of Communication Apprehension

Statements	Statistics	N	Mean	Rank	Std.
I never feel quite sure of myself when I am speaking in my foreign language class.		16	3,1	Moderate	1,2
It frightens me when I don't understand what the teacher is saying in the foreign language		16	2,8	Moderate	1,2
I start to panic when I have to speak without preparation in language class.		16	2,8	Moderate	1,1
I would not be nervous speaking the foreign language with native speakers		16	2,9	Moderate	1,5
I get upset when I don't understand what the teacher is correcting.		16	2,7	Moderate	1,8
I feel confident when I speak in foreign language class		16	1,9	High	0,6
I feel very self-conscious about speaking the foreign language in front of other students		16	4,3	Low	0,7
. I get nervous and confused when I am speaking in my language class.		16	3,2	Moderate	1,1
I get nervous when I don't understand every word the language teacher says.		16	2,6	Moderate	1,5
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.		16	2,9	Moderate	0,7
I would probably feel comfortable around native speakers of the foreign language		16	2,9	Moderate	1

Obviously from the table, almost all the participants' answers stands moderate in terms of means except the sixth and the seventh items which marked contradictory ranks of high and low respectively. For the seventh item '*I feel confident when I speak in foreign language class*' students feel unconfident to speak in class time as shown with the mean 1.9. Also, they stand doubtful of their capacities to speak as clearly displayed in the first item with moderate rank mean equal 2.9. By way of contrast, the participants reveal that they do not care about their classmates' judgment or blank look while speaking that is transparent in the seventh item with the low rank mean of 4.3. As a result, the informers from the control group suffer moderately from oral communication apprehension in regards to the means and also the diverse standard deviation accumulated as well clueing the spread of values around the mean.

1.3.2. Experimental Group Post-Test Analysis. This section frames the findings of the treatment in the focus group in as far as speaking anxiety is concerned.

Table 20: Item 1: Descriptive Statistics of Fear of Negative Evaluation

Statements	N	Mean	Rank	Std.
I don't worry about making mistakes in the language class.	16	3,9	Low	0,8
I keep thinking that other students are better at languages than I am.	16	3,4	Moderate	1
It embarrasses me to volunteer answers in my language class	16	4	Low	0,9
I am afraid that my language teacher is ready to correct every mistake I make.	16	3,7	Low	1
I always feel that the other students speak the foreign language better than I do.	16	3,3	Moderate	1,1
I am afraid that the other students will laugh at me when I speak the foreign language.	16	3,7	Low	1,1
I get nervous when the language teacher asks questions which I haven't prepared in advance.	16	2,8	Moderate	1,2

Noticeably from the matrix twenty, almost all students' responses are low in rank except the second, fifth and seventh items are moderate in rank with the means 3.4, 3.3 and 2.8 respectively. Additionally, the standard deviations are diverse from one statement to the other ($0.8 < \text{Std.} < 1.2$) showing the students' range of answers and also the spread of values around the means. We remark that the students reduced their fear from making mistakes and being corrected by the teacher or even judged by classmates as statistically proofed with the means equal 3.9, 4, 3.7, 3.7 in regards to the first, third, fourth and sixth statements following the same order. However, the participants' comparison of their language skills with the ones of their mates still remain a factor of anxiety with the moderate rank as mentioned before. In brief, the students enrolled to the experimental group decreased their fear of negative evaluation after the intervention as arithmetically deduced with the low positive rank of 3.54 overall.

Table 21: item 2: Descriptive Statistics of Test Anxiety

Statistics	N	Mean	Rank	Std.
I tremble when I know that I'm going to be called on in language class.	16	3,6	Low	0,8
It wouldn't bother me at all to take more foreign language class.	16	2,3	High	0,8
During language class I find myself thinking about things that have nothing to do with the course.	16	3,6	Low	1
I am usually at ease during tests in my language class	16	2,5	High	1,1
I worry about the consequences of failing my foreign language class	16	3,3	Moderate	1,5
I don't understand why some people get so upset over foreign language classes.	16	2,2	High	0,7
In language class, I can get so nervous I forget things I know.	16	3,2	Moderate	1,1
Even if I am well prepared for language class, I feel anxious about it.	16	3,9	Low	1,1
I often feel like not going to my language class.	16	3,3	Moderate	0,8
I can feel my heart pounding when I'm going to be called on in language class.	16	3,6	Low	1,2
the more I study for the language test the more I get confused	16	2,5	High	1,3
I don't feel pressure to prepare very well for language class.	16	2,3	High	1,3
Language class moves so quickly I worry about getting left behind.	16	3,8	Low	1,2
I feel more tense and nervous in my language class than in my other classes.	16	3,9	Low	1,2
When I'm on my way to language class, I feel very sure and relaxed.	16	1,7	High	0,6

In a quick glance to the table above, we can comment that the results are a mixture of high, low and moderate rank means considering test anxiety and also the various standard deviations ($0.6 < \text{Std.} < 1.5$) marked as well. Firstly, students proclaimed that they feel uncomfortable and confused to take language class and this illustrated with the high mean rank of 2.5 in each of the fourth and eleventh statement; also 1.7 highlighted in the final case '*When I'm on my way to language class, I feel very sure and relaxed.*' Which reveal totally the opposite of the statement above wherein learners doubt on their language competence in taking a test. However, participants decreased the symptoms of trembling, frustrating, over

thinking and even caring about the test as shown in the table with the low rank mean equal 3.6, 3.6, 3.9, 3.6, 3.8, and 3.9 in each of the first, third, eighth, tenth, thirteenth and fourteenth items respectively. Additionally, students remained thinking about the tests results with a moderate rank mean equal 3.3 even after the intervention sessions due to the aim traced prior launching the experiment that is testifying students' performance without scoring them. That is to say, our aim influences the opinions of students on test anxiety factors. In a nutshell, students rank in test anxiety domain is, in essence, moderate with a mean equal 3.04 and it is slightly diminished in comparison to the mean 2.6 found prior the experiment.

Table 22: item3: Descriptive Statistics of Communication Apprehension

Statements	Statistics	N	Mean	Rank	Std.
I never feel quite sure of myself when I am speaking in my foreign language class.		16	4,1	Low	1,1
It frightens me when I don't understand what the teacher is saying in the foreign language		16	3.9	Low	1
I start to panic when I have to speak without preparation in language class.		16	4,1	Low	0,8
I would not be nervous speaking the foreign language with native speakers		16	1,9	High	0,9
I get upset when I don't understand what the teacher is correcting.		16	2,7	Moderate	1,8
I feel confident when I speak in foreign language class		16	1,9	High	0,6
I feel very self-conscious about speaking the foreign language in front of other students		16	4,2	Low	0,8
. I get nervous and confused when I am speaking in my language class.		16	3,6	Low	0,9
I get nervous when I don't understand every word the language teacher says.		16	2,8	Moderate	1,3
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.		16	3,6	Low	0,8
I would probably feel comfortable around native speakers of the foreign language		16	2,1	High	1

From the above table, we report the standard deviations and the means of the experimental group participants in communication apprehension domain. We notice that almost all of the participants' responses ranked low in mean except the fourth, sixth and the eleventh statement where a high rank mean is obvious in-between 1.9 and 2.1. Besides, in the fifth and the eighth

item, we remark the moderate rank mean of 2.7 and 2.8 respectively revealing their fear of being corrected wrongly by their teachers or misunderstanding the language teacher also render them anxious. However, the students-participants demonstrate a lessened frustration to speak even without prior preparation as illustrated with the means 4.2, 4.1, 3.6 in each of the third, seventh and eighth items with their standard deviations 0.9, 0.9, 0.8 following the same order. Furthermore, the first statement '*I never feel quite sure of myself when I am speaking in my foreign language class*' demonstrate the opposite meaning. That is to say, the low ranked mean equal 4.1 disclose that students feel high self confidence while speaking though this is contradicted with the results obtained in the sixth statement as mentioned somewhere before. In essence, the findings reveal that the students suffer moderately from communication apprehension even after the experimentation though it is slightly reduced in comparison to the control group with an overall mean equal 2.9.

Table23: Statistical Comparison between Control and Experimental Group in the Post-Test

Groups Items	Control group		Experimental Group	
	Mean	Std.	Mean	Std.
Fear of Negative Evaluation	2.9	1.1	3.54	1.01
Test Anxiety	2.4	1.1	3.04	1.04
Communication Apprehension	2.9	1.1	3.17	1
Overall	2.7	1.1	3.25	1.02

In the above table, we compared the means and standard deviations of the control and experimental group in each of the speaking anxiety domain notably, fear of negative evaluation, test anxiety and communication apprehension. The results indicate that subjects' responses in fear of negative evaluation reduced to the low rank mean of 3.54 in the experimental group that is not marked only due to the intervention but with the help of other variables most importantly students' cognitive growth and motivation as well especially the sort of speaking tasks they are involved in, whereas in the control group remained moderate with the mean 2.9 and standard deviation of 1.1. Furthermore, participants in both of the experiment and control group ranked moderate mean of 3.04 and 2.9 following the same order

with a slight difference in-between. Moreover, the results obtained in comparing the experimental and control group means (3.17 and 2.9) in terms of communication apprehension reveal that they are both moderate although one received treatment and the other one received standard process of teaching. That is to say, the difference between the two groups is not significant to the extent of confirming that our treatment lead to this slight change in the overall means 2.7 in the control and 3.25 in the experimental group, but in regards to the short training duration of one month the results are pertinent for confirmation. In brief, the findings obtained in the above table illustrate the moderate rank of anxiety that our participants suffer from in both of the cases with and without the treatment which are demonstrated in the graph below.

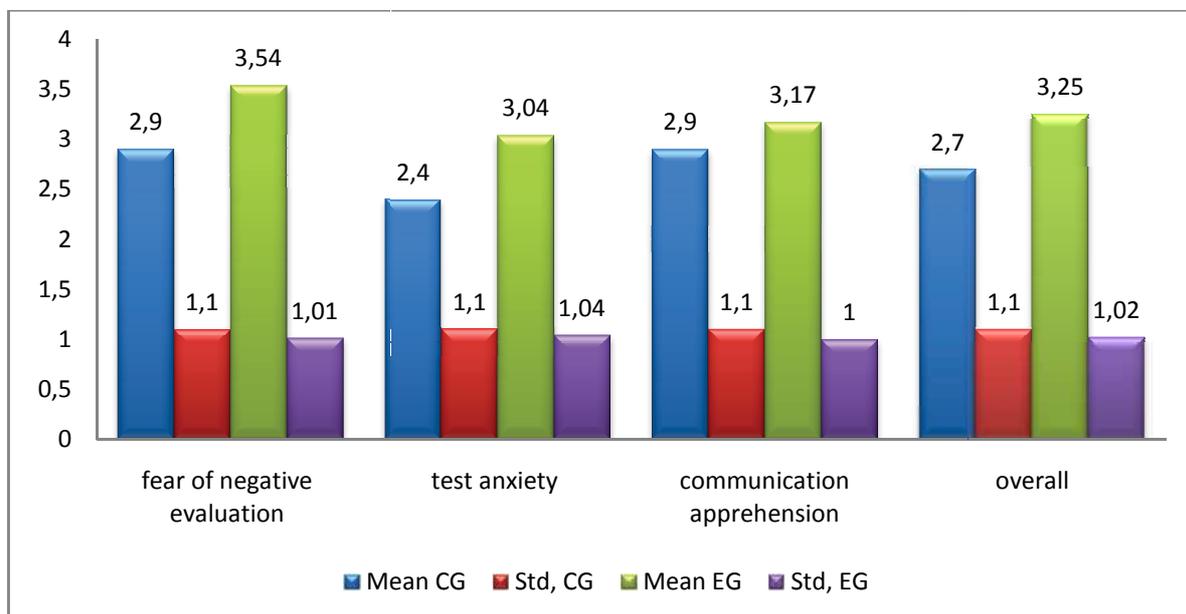


Figure 3: Comparison between the Descriptive Statistics of the Control and Experimental Group in the Speaking Anxiety Scale

Note: CG= Control Group; EG= Experimental Group

The bar chart graph above demonstrates the significant change in fear of negative evaluation in the experimental group after the training received on the communication strategies, however, in the control group remained moderate in rank. In addition, the graph also shows that the two remaining anxiety provoking variables namely communication apprehension and test anxiety as theorised by (Horwitz, Horwitz and Cope, 1986) marked nearly the same results with moderate rank mean (3.04, 3.17), but with a slight difference in-between the control and experimental group that allow us to consider them significant in some way regarding the research limitations.

Table 24: Comparison between the Pre-Post Descriptive Statistics of the Experimental Group

Groups Items	Pre-Test		Post-Test	
	Mean	Std.	Mean	Std.
Fear of Negative Evaluation	2.9	1.1	3.54	1.01
Test Anxiety	2.6	1.1	3.04	1.04
Communication Apprehension	2.6	1.1	3.17	1
Overall	2.7	1.1	3.25	1.02

The comparative table above indicates how less the students' speaking anxiety becomes after the intervention represented in terms of means ranking. First of all, we see that test anxiety and communication apprehension factors marked a constant mean of 2.6, however, in the post –test students marked quite different results of mean equal 3.04 and 3.17 in each of test anxiety and communication apprehension following the same order. Noticeably, fear of negative evaluation is significantly reduced to mean equal 3.54 with a low rank comparing to the pre-test result which was moderate in rank with a mean equal 2.9. Furthermore, the standard deviations in the pre-test are equal in all the scales (1.1) demonstrating students' similar answers, whereas in the post-test diverse standard deviations (1.04, 1.01 &1) are marked which display the students' diversity in answers. As a result, we can declare that the students' speaking anxiety is significantly reduce in regards to fear of negative evaluation and slightly lessened in as far as test anxiety and communication apprehension concerned as the below graph succinctly show.

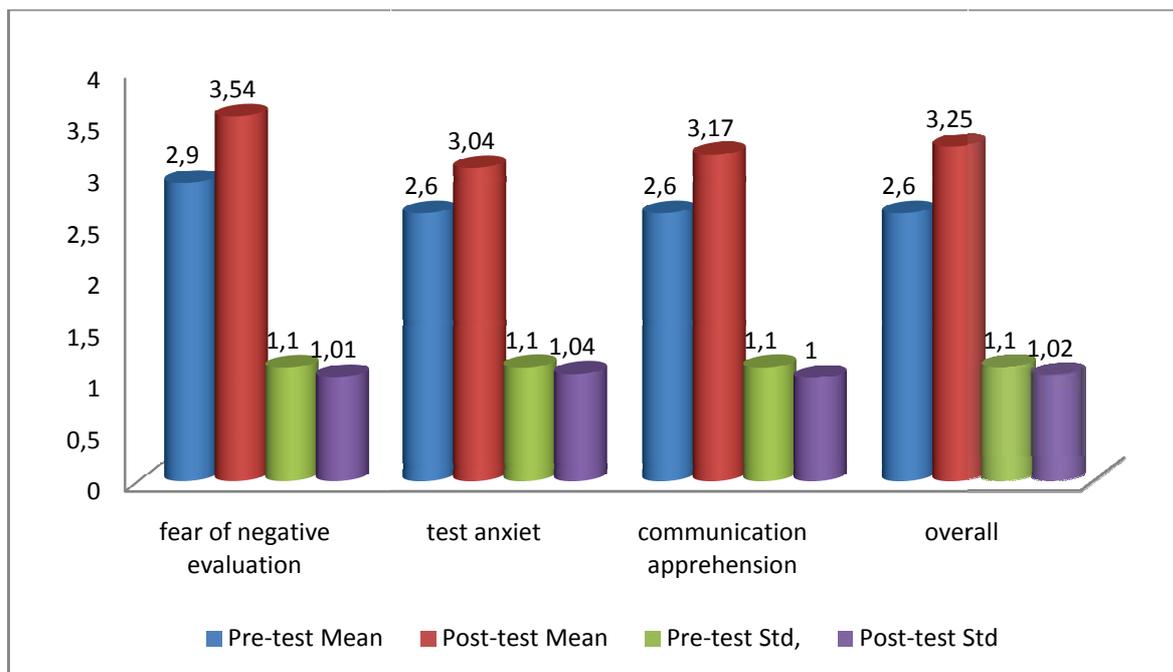


Figure 4: Comparison between the Pre-Post Descriptive Statistics of the Experimental Group

1.4. Speaking learning log. From the analysis of the students' speaking learning log, we come out with the following results:

First, the students at the beginning feel diffident and very shy to perform the speaking activities accompanying the implementation of the communication strategies complaining that they cannot face the audience and disliked the fact of pushing them to enact on the stage caring about their classmates' judgments all of which reflect the speaking anxiety. However, after two sessions of training they state that they feel comfortable and excited to speak using the taught strategies and that due to the way they are applied. That is to say, when the students asked to work in pairs or in groups, they respond positively to the instructions, and even they come to the stage very confident of themselves.

Second, the students recruited to the experiment pronounced clearly the feeling of easiness and comfort while using the strategies using the expressions such as *'it make me unstressed, feel happy, comfortable, it's amazing, I enjoyed learning them , I added some new words and the like'*. The aforementioned expressions allowed us to conclude that the learners not only reduced their anxiety to speak but also acquired some new vocabulary while practicing the strategies (i.e circumlocution, appeal for help, miming, and paraphrasing) see appendix 17 to 23 to see samples of students' answers to the speaking learning log.

Finally, the speaking learning log helped the researcher and the students as well. To exemplify, it assisted the learners to practise the writing skill for at least five minutes each session. Furthermore, it helped us as researchers in discovering the students' reaction towards the instructions they receive each session and whether they have understood the objectives of teaching them oral communication strategies.

1.5. Focus group interview. We analyzed the findings of the focus group interview by giving the agreed upon answers to the questions by the participants (11 students). That is to say, we will provide the answers that the majority of the students agree upon and giving reasons why some of them disagree according to their answers.

Q1: How did you feel speaking English in the classroom at the beginning and now after receiving the instruction?

They proclaim that they were shy with an accelerated heart beat, unconfident to speak and even reluctant to communicate, losing words and lacking vocabulary to express their ideas especially when they are asked at the beginning of the training to perform on the stage facing the teacher and the classmates which are signs of students' fear of negative evaluation as Horwitz, Horwitz and Cope (1986) expressed them with clear statements in their classroom anxiety scale for example *'I am afraid that the other students will laugh at me when I speak the foreign language'*. Also, Janda (2001) refers to the feeling of shyness as the behavioural symptoms of anxiety and increased heart rate the physical symptoms of anxiety all of which confirm that students do suffer from anxiety. Concerning the second part of the question, comparing their state after the experimental period, i.e training on the use of communication strategies, almost all of the students said that now *'we feel comfortable, happy, excited to speak and confidently go to the stage careless about our mistakes'* which demonstrate their reduction of fear of negative evaluation (thoughtless to the mistakes) and communication apprehension (confidently go to the stage) except one student who disclosed that going to the stage is still an intimidating situation for her due to her timidity to eye contact the whole group while speaking. In addition, they pointed to the extent to which the training helped them to learn new words and use the strategies as well. In few words, the responses we received from the students were significant to the study results regarding the training significance in lessening students' speaking anxiety.

Q2: how do you find the instruction you received on communication strategies? Are they enough or you need further training? why?

Answers to the above question report the students' attitudes towards oral communication strategies instruction. Learners answered the first part of the question saying that the instruction is very helpful in a way that they are given opportunities to speak though sometime with the teacher's guidance, acquired new words such as 'charge, creep etc'; also they said *'it [training] raised our awareness that the speaking problems we come across in our native language do exist in the foreign language and can be solved using the same solution (i.e speaking strategies)'* which reflect the success of fulfilling our instructions' objectives. Additionally, the students declared the fact that the speaking activities accompanying the strategies instructions inspired them to speak by saying *'we liked very much the fact of working in pairs in the first session also in groups too. We were very happy to do the game-like activities in English language and the role plays that we conducted yesterday [last session of the experiment]'*. In as far as the second part of the question concerned, the students demanded further training to effectively use the strategies especially to apply them smoothly, and they justified their answer claiming that they need more practice sessions for each strategy. As a result, we obtained from the students' attitude towards the training sessions that the process of training them to use the strategies motivated them to speak as well. In short, cooperative learning is of paramount importance once applying communication strategies for the aim of reducing speaking anxiety.

Q3: which of the taught strategies do you find more useful? Why?

The participants replied diversely to the question due to the individual preferences. Eight of the participants said that circumlocution is very helpful and beneficial since it allows us to use so many words we know to express the message we want instead of twiddling our fingers or stopping speech. However, the three remaining students contend that appeal for help is handy and can be used straightforwardly by saying just how do we call that?, but we explained for the participants that appeal for help and circumlocution can be used in tandem when saying, for example, how do we call the thing that we use to open a door (appeal for help in the beginning and circumlocution at the end). After that, the answer of the students changed to the one that all the strategies are useful except paraphrasing stating that even miming can be accompanied with the example you provide us 'gesturing the way of opening the door'. Finally, we ended up the discussion with there is no best or worst strategy and that all of them are useful in a way or in another.

To sum up, oral communication strategies instruction energized learners to speak and add new words to their pre-existing language repertoire; also they gave them the comfort and confidence to perform on the stage. Therefore, their desire for additional sessions expressed clearly due to the procedures or activities utilized in implementing the strategies that lead us to the deduction that though speaking strategies led to speaking anxiety reduction the atmosphere created by the activities play a salient role in so doing especially cooperative learning techniques.

II. General Discussion of the Major Findings

So far in this section, we reported the results accumulated from the quantitative (questionnaires) and qualitative (learning speaking log and focus group interview) data collections. However, in this part, we discuss the major findings backed up with previous researchers' findings in which we reflect our objectives and hypothesis as well and answer our research questions. We begin by summarizing the results of the speaking anxiety test; then, we move to the descriptive results' clarification. We finally discuss the overall results for the sake of answering the focal question of the quasi-experimental study.

Speaking anxiety is a common issue among EFL learners supported by the views of researchers like (Young, 1999; Tôth, 2006; Cutrone, 2009; Bailey, 2010). Noticeably, from the standard deviations accumulated in the comparative table 16 (p. 62) of the pre-test result between the experimental and the control group that their degree of anxiety is stable to 1.1 and the mean of 2.6 is remarked in both of the groups in as far as communication apprehension and test anxiety are concerned with their anticipated feeling of failure from the exams similar to the findings of (Riasati, 2011). The later result demonstrates for the readers that the experimental group has the same degree of anxiety with the control group before the intervention. However, after the treatment, we remarked the significant difference in means between the control and experimental group as indicated in the table 23 (p.70) which displays the importance of communication strategies instructions in reducing the speaking anxiety especially the fear of negative evaluation as highlighted with the mean equal 3.54 in the experimental group comparing to 2.9 in the control group. To clarify more, the students assigned to the experiment benefited from highly reducing their fear of social evaluation and moderately alleviating their test and communication apprehension. Moreover, as readers look to table 24 (p.72) can notice the salient change in results between the pre- post-test results of the experimental group which allow us to confirm our hypothesis and validating the first

objective of the present work claiming that we aim to see the effects of oral communication strategies instructions on our learners' speaking anxiety alleviation. Furthermore, a constant feeling of anxiety is noticed in the control group in as far as the three anxiety factors concerned and a stable standard deviation remained 1.1, as clearly demonstrated in table 23 (p.69). To explain, the standard teaching that the control group receives is not fruitful to the extent of diminishing anxiety as in the experimental group.

Supporting the statistical findings of the speaking test anxiety, we opted for the use of descriptive instruments including, speaking learning log mainly with the experimental group to discover whether or not the instructions are cause of the reduction of anxiety. That is to say, the two variables of the work are examined but now we focus mainly on the questions asked about the dependent variable (i.e speaking anxiety). It is clear from the analysis of the speaking learning log that the students in the first session of the experiment revealed their feeling of shyness to speak at the beginning as confirmed to be the behavioural symptoms of speaking anxiety by (Janda, 2001), then after adapting to the atmosphere created by strategies teaching approach render them feel comfortable and relaxed to speak see p.73 for further explanations. To emphasize, students' enthusiasm to speak related harshly to the techniques fostered to apply communication strategies as we can see from the results of the focus group interview p.74. Furthermore, students disclosed their enjoyment of working in groups and in pairs that are considered as techniques of cooperative learning that lead to anxiety alleviation similar to the findings of (Khader, 2011; Lopez & Sonet, 2014) and also self efficacy development in the student performance equal to the results of (Tighzert, 2012). Besides, students in the first training session show the negative effects that anxiety have resulted on their performances as supported by the views of (Amgone & Yigzaw, 2013). Therefore, students' speaking confidence is boosted after the intervention period as directly verbalized in the answer to the focus group interview question number one (see p.74) and jotted down in their speaking learning log (see appendix 17).

Concerning the speaking strategies application, at the beginning students used inappropriate strategies such as fillers, mother tongue, pauses that display their speaking anxiety from the insights of (Tiono & Sylvia, 2004; Alibakhish & Padiz, 2011). By way of contrast, learners showed their use of achievement strategies with an effective manner as demonstrated in the scrutiny of the sample performances both audio and video one (see appendix 25) which mirror the significance of the training that resulted in consolidating the students' strategic competence similar to the results of (Maleki, 2011) who championed the

fact that strategic competence flourished via the use of communication strategies that he named also strategic competence strategies. Likewise, in our findings, we noticed on the participants the move from using reduction strategies that hinder their speech and demonstrate their low self-assurance as already proved by (e.g., Dörnyei, 1995; Tiono & Sylvia, 2004; Alibakhish & Padiz, 2011) to the achievement strategies most importantly circumlocution, appeal for help, approximation/ paraphrasing, and miming. This led us to deduce that the second objective of our research is also achieved. Reminding it for the reader, our aim behind this investigation is to verify the importance of appropriate speaking strategies training in consolidating EFL learners' strategic competence. Because most of the participants agreed on the point that strategies instruction raised their awareness to solve the communication breakdown in the same way as in their mother tongue as demonstrated in the focus group interview analysis (p.76), thereby the significance of the whole work is supported with this deductions. Also this results backed up with the findings got from the strategies implementation tool, i.e observation checklist, whereby partial fulfillment of the lesson's objectives are revealed than gradually moving to the complete fulfillment of the lessons' goals. That is to say, the observation checklist results allow the reader to know the extent to which lessons' objectives delivered for the students achieved and the strategies students recourse to while performing an oral task which sounds similar with the results obtained from the audio and video-tape recordings in as far as communication strategies are highlighted. To clarify more, students responded negatively to the first session complaining that they are shy to perform speaking tasks on the stage, but afterwards they come with great motivation and incentive to speak whatever the task. The aforementioned positive feelings stem from the type of activities accompanying the strategies training namely, group or pair work, game-like activities, role plays and the like (in overall terms cooperative techniques as termed by MacCferty, Jacobs & DaSilvia Idings, 2006).

Additionally, the major causes that make learners anxious while speaking are similar to the ones Horwitz, Horwitz and Cope (1986) theorized including, fear of negative evaluation, test anxiety and communication apprehension similarly to the results of (Yahya, 2013) with one mere difference that slightly the same mean marked in all of the factors in the pre-test and a high positive rank mean (3.54) for fear of negative evaluation followed by test anxiety than communication apprehension. The aforementioned causes of anxiety also confirmed with regards to the students' answer to the final question in the speaking learning log '*what make you feel less anxious?*' in which they clearly wrote '*forgetting about our mistakes, having*

good atmosphere, forgetting about the existence of a score by the end of the speaking performance, feeling encouraged by classmates' all of which backed up by the views of (e.g., Tsui, 1995; Young, 1991; Cutrone, 2009).

With regards to the research questions, the following will present answers to them. Concerning the first question, *'what are the students' attitudes towards strategies instruction?'*- we can refer to focus group interview analysis (p.74) whereby the positive attitudes learners expose towards the instructions they received are clearly demonstrated and thus through numerating the number of benefits they have achieved in doing so (e.g., acquiring new words, speaking fluently..etc). To back up the aforementioned result, Maleki (2010: 644) put forth that *'If learners learn to mime when they come to crossroads, they will be able to continue the conversation and will not be deterred by fear of paucity of linguistic competence'*. In as far as the third question concerned- would the students who are taught appropriate communication strategies show less speaking anxiety than those in the control group?- the answer is yes regarding the statistical results obtained from the pre-post test compared to the results of the control and experimental group with the overall means equal 2.6 and 3.25 respectively. For reason of explanation, Maleki (2010: 643) point out that *'... learners feel free to negotiate with the self and negotiate meaning with the team-mates and others by taking their time and eliminating their fear and anxiety.'* once they use the speaking strategies notably, circumlocution. Moreover, the final question answer itself by looking to overall results obtained in all the data collection tools whereby communication strategies instructions are a feasible and practical way for diminishing speaking anxiety as supported by (Madj, 2014) findings and reflected by the students' enjoyment of the activities implemented accordingly.

To put it simply, we hypothesized in the present investigation that if third year LMD, LSD students have been taught appropriate oral communication strategies, their fears to speak will likely diminished. From the above results' discussion we come to confirm the aforementioned hypothesis whereby the specific achievement strategies learners were trained on come with such positive results. However, we cannot totally assume the confirmation of the hypothesis due merely to the independent variable, but other uncontrollable intervening variables may be also fruitful in the achievement of our objectives most importantly learners' language maturity comparing to their first term. Therefore, the findings are not ready to be generalized with a little scoped sample of 32 persons that represent 7.74% of the whole population.

In brief, all along this section, we presented the results of the work at hand and discussed them, and related them to some previous researchers' findings. Also, we provided a part for demonstrating the research questions answers. The analysis of all the data gathered via all of our instruments used allows us to discover some issues related to the students' classroom learning, which can be summarized as follows:

- Firstly, third year LMD students suffer from pronunciation and vocabulary problems that kept us astonished and even confused while they were speaking. In overall terms, the recruited participants to the present investigation not only have psychological problems but linguistic difficulties too.
- Secondly, they have a dearth in discourse competence as remarked in their performances in which they used inappropriate expressions to the type of conversation started.
- They lack grounding on the existing conversation gambit that are used to start or end up a conversation.
- Finally, they lack the conversation fillers strategies in which they repeated use the same ones such as well, you know only.

Section Three: Limitations, Implication and Recommendations for Further Research

This section dedicated for the purpose of providing some fruitful and helpful implications for oral teachers and EFL students in the implementation and the application of oral communication strategies respectively also for speaking anxiety reduction. However, before presenting the implication, we clarify and shed a light on the limitation encountered all along the span of the present research. At the end, we will provide some suggestions for future research.

I. Limitations of the study

Although in the current investigation we reached significant results, it is undeniable that some limitations are covered and affected the research completion. We faced superficial and underlined methodological constrains that are explained in what follows.

The external methodological limitations that touched our present study are of threefold. First, the preliminary discovery problem questionnaire conducted merely with

the same sample group that is not worth ensuring the results in which another larger in sample will lead to other findings. Second, the observation checklist we used causes many problems especially in observing four or two students at a time in as far as their strategy used are concerned that does not allow us to note all the strategies used we should instead record and transcript afterwards all the students performances for discovering the frequency and how well the strategies taught are applied though we audio and video recorded some students performances the results are not globalized and it is difficult to analyze all the recorded performances in a time limited period. Third, the little scoped sample of 32 students did not allow us to generalize the findings because it is transparent that large sample number will lead to other findings. Finally, the methodological constrains that covered our modest work is the short training period of about a month that influences the final findings and their generalizations.

The internal methodological problems, however, lie on the guarantee and honesty of the students' answers to the questionnaire handed to them that let us doubt on the results since the speaking test anxiety is long in number. Also, the uncontrollable variables may play a paramount role in their answers too including, motivation, individual differences and language difficulties. Moreover, conducting a quasi-experimental study was a very complex task especially when the two sub-groups are belonging to the same group whereby learners from the control group come and attend with the experimental group. From the latter issue, we would better randomly assigned the participants to the control and experimental group to have a true experiment that permit the validation of the results. We also found problems concerning the strategies training techniques in which we could not manage to find the right content that push learners use the selected strategies.

Therefore, with the above mentioned limitations though the results are significant but not to the extent of generalizing them to the whole population suggesting that oral communication strategies instruction lessons their speaking anxiety.

II. Implications of the study

Due to the findings obtained from the current research, some pedagogical implications are suggested to help learners develop their speaking skill and reduce their anxiety as well; also to assist oral teachers in their teaching practices. We will provide practical solutions to consider in learning and teaching speaking.

1. Adopt task-based learning techniques to introduce the communication strategies. That is to say, give students imaginary situations wherein speaking problems are inserted. For instance, engaging learners on a speaking task imagining themselves in an England street searching for a drug store urgently. So, ask them what they can do to avoid that problem in a situation where the word drugstore is forgotten to ask for the location. Thus, circumlocution can be used here to describe the place and appeal for help as well while asking the listener to guess your inquiry. This task can be performed by two students in which one play the role of word guessing the other will play the role of place description.

2. video-taping the students' performances while engaged in the speaking task. This is to demonstrate for the learners. First, how communication strategies are important in avoiding conversation breakdown. Second, to show for them where the strategies are appropriate to be used. Third, to facilitate for the teacher the introductory session of the communication strategies instruction.

3. Adopting cooperative learning techniques to teach communication strategies. For example, using think- pair -share technique. First, to engage learners in a thinking task to allow them to find a speaking problem by themselves. Then, discuss the problem with the classmate to find a solution of how to solve the located problem. Finally, invite the learners to perform me on the stage for the audience to let them notice the importance of the communication strategies in avoiding the oral problem. Also, other techniques are welcomed to teach compensation strategies especially circumlocution, appeal for help, approximation and non-linguistics means, for instance, jigsaw, game-like activities, and role plays.

4. Teach learner to be good listeners and guesser as well to give a good help for the seeker. For example using a picture description using non-verbal means than verbal means

5. When communication strategies instruction should be started? The communication strategies instruction should take place right from the students' entrance to the university. That is to say, from the first year the university, students should be taught the strategies. First, to help learners become strategic once speaking. Second, to mushroom their vocabulary, third, to reduce their fear to speak as well.

III. Recommendation for further research

Our aim behind this study is to verify the effectiveness of oral communication strategies instructions on reducing EFL learners speaking anxiety. From the discussion of the result and the limitations covered throughout the research work, the researcher would like to recommend some other tactics to conduct the same research work.

First of all, more research need to be done in finding the useful and specifies techniques of teaching communication strategies to facilitate the teaching process.

Second of all, the researchers need to adopt a true experiment instead of a quasi experiment to avoid the already raised issues and also to truly replicate the results more participants should be assigned.

Furthermore, it is obvious that vocabulary growth enable learners to express themselves freely. From this fact, further research should probably conduct research to testify the effects of speaking strategies instruction on EFL learners' vocabulary growth.

Finally, a further research also need to be envisioned in regards to which of the strategies are really beneficial for the Algerian students to speak fluently and flawlessly.

In the present section, we provided the limitation encountered all along the research span. We come out with pertinent implications for both teacher and students in as far as teaching and learning speaking concerned respectively. Finally, we identified suggestions for further research that be contributing to better results than ours.

Conclusion

This chapter is practical in nature which allowed us to frame out the data gathering procedures, the research design opted for, also the work validity, reliability and ethical considerations as well. Furthermore, we presented the findings and tease them out; we accounted for the how such hypothesis confirming results obtained. Also, we highlighted the fact that the deductions rolled up at remain with the samples limit and cannot go further to the whole population in the light of the short training duration with a little scoped sample. We finally closed the research work with some curing remedies to the injured students' performances in general and speaking anxiety in particular though they are not the mere existing panacea; we yielded some recommendations for the coming researchers in the same field of interest and we summarized the shortcomings or defects of the current humble work.

General Conclusion

The present research work investigates the effects of oral communication strategies instruction on EFL learners' speaking anxiety during oral sessions, in particular the third year LMD, LSD students at the university of Bejaia department of English the case of study with whom the experiment is conducted in order to testify the hypothesis raised right from the beginning of the study i.e whether training students on using the appropriate communication strategies will lead to an alleviate their degree of speaking anxiety. To this effect, our desired aims from the current study is to find out the effects of teaching specific communication strategies on third year students' oral apprehension, and how they well foster their strategic competence; also check the importance of teaching them and including them in speaking instructions .

To successfully realise the goals of the work at hand, we started by a theoretical chapter through which we can gain new insights and fruitful suggestions of the way of implementing communication strategies and how can lead to anxiety reduction. Thus, we dissected the literature review part into two independent sections intersect by the same introduction and conclusion. The first section entitled EFL speaking anxiety in which some theoretical assumptions are presented namely, its definitions, types, causes, symptoms, anxiety alleviating factors, its correlation with other variables (learners' personality, self-esteem, motivation and language achievement), not to mention Krashen's affective filter, and this section finalised with a brief explanation of the foreign language classroom anxiety scale. Similarly, the second section also gives an overview of previous information and concepts related harshly to communication strategies instructions following the funnel shape. That is to say, we started this part with a brief history and origin of communication strategies, then the proposed definitions, passing to the three divergent taxonomies of each of Faerch and Kasper 1983, Oxford1990 and Dörnyei 1995 respectively; also we introduced the chief types of communication strategies (i.e. avoidance and achievement strategies) and the three stages followed to instruct them for learners including, observation, instruction and practice phase that is followed with the presentation of some procedures and benefits along with the factors influencing the strategies selection and implementation to classroom venues. In brief, the first chapter is theoretical in nature which aims to methodically organise and clarify the terminologies married up to our investigation for further transparent understanding of the two variables and easy analysis of the results.

Furthermore, to practically verify the feasibility of the topic suggested, we opted for a quasi-experimental research design with a hybrid methodology of both qualitative and quantitative ones accompanied with three data collection tools namely, questionnaires, speaking learning log and focus group interview that aim to quantify the 32 students' usage of communication strategies (preliminary questionnaire) and their levels of anxiety during speaking sessions that lead us to the solution of the work's first question (major causes of students' speaking anxiety) using the FLCAS, and finally to describe the 16 students' reactions and attitudes towards communication strategies training using learning speaking log, and focus group interview. In essence, the qualitative methodology tools, on the one hand, used to describe and depict the students' experienced reactions towards the implemented strategies. On the other hand, the quantitative methodology procedures utilised to statistically and arithmetically gauge the learners' recourse to communication strategies and their speaking anxiety reduction as well. Additionally, we used three qualitative tools for confirming the success of the procedure of implementing communication strategies. To specify, observation checklist aided the trainer in delivering feedback for the trainees, i.e student participants, on their success in utilising the taught strategies. Also, recording equipments, video-audio, are also welcomed to concretely demonstrate for the students the progress they have made in as far as what and how strategies instructed are concerned. In a nutshell, the second chapter is practical in nature that has an aim of objectively reporting the results and discussing them as well for reaching the central deduction of the current study.

Hence, the results obtained from the multiple data gathering tools are exciting indicating that:

First, the major causes of speaking anxiety that third year LMD, LSD students suffer from are communication apprehension, test anxiety and fear of negative evaluation that are reduced in the experimental after they have received instruction on communication strategies.

Second, students reported positive attitude towards communication strategies instructions which consolidated faintly their strategic competence in as far as the selected strategies are concerned.

Third, with the comparison of the results of the pre-post test questionnaire in each of the control and the experimental group, we can say that communication strategies instruction has led to students speaking anxiety reduction additionally to the way they are implemented.

Furthermore, from the qualitative results obtained, we have come up with the deduction that communication strategies instruction is a practical remedy for students' speaking anxiety.

Finally, referring to the quantitative findings, we noted considerable difference between the control and the experimental group in the anxiety scale.

Therefore, we arrived at hypothesis confirming results in considering the short training period.

Additionally, the work is still in its infancy, other research questions and solutions can be raised. To this effect, we suggested some implications and suggestions for further research; firstly, we suggested the development of students' both linguistic and strategic competence using pertinent tactics. Secondly, we suggested for the teachers to use cooperative learning approach to teach speaking and project-based learning to teach other skills or courses for the sake of encouraging their students to speak confidently. Finally, we suggested the implementation of communication strategies instruction from the first year at the university but not to overuse them for risks of language development. Concerning the recommendations, we suggested the replication of the present research through adopting a true experimental research design in a long duration and the assignment of larger sample.

All in all, despite the fact that communication strategies instruction is not the mere panacea for students' speaking anxiety and the number of limitations encountered all along the research, interesting results are obtained whereby third year LMD, LSD students sub-group B noticed a slight reduction in as far as speaking anxiety is concerned in comparison with the control group results.

List of Further Reading

Consult Barlow, D. H. (Ed.). (2002). *Anxiety and its Disorders: The Nature and Treatment of Anxiety and Panic* (2nd ed.). New York: The Guilford Press. To enlarge grounding on the following anxiety related concepts:

1. Origin, theories and approaches of anxiety see the following Barlow's book chapters:
 Chapter 2: Fear, Anxiety and Theories of emotion p.37
 Chapter 8: The Origins of Anxious Apprehension, Anxiety Disorders, and Related Emotional Disorders: Triple Vulnerabilities p. 251
2. Other related concepts to anxiety namely, anger, stress, depression and the like see the following chapter
 Chapter 7: True Alarms, False alarms, and Learned (conditioned) Anxiety The origin of Panic and Phobia p. 219

See Brown, G., Malmkjer, K., & Williams, J. (Eds.). (1996). *Performance and Competence in Second Language Acquisition*. (1st ed.). Cambridge: Cambridge university press. To understand Selinker notion in chapter 5 "an introduction to Slinker's paper: on the notion of IL competence in early SLA research an aid to understanding some baffling current issue" (p.89).

See Davies, P., & Praise, E. (2000). *Success in English Teaching*. Oxford: oxford university press. For further readings about speaking skills and the oral activities that may accompany communication strategies implementation exactly on the following chapters:

Chapter 3: organizing language practice p.38

Explaining concepts related to oral fluency and accuracy

Chapter 5: developing spoken communication skills p.83

To have an idea about the different speaking tasks exemplified with pictures and situations

Consult Larsen-Freeman, D., & Long, M. H. (1991). *An Introduction to Second Language Acquisition Research* (1st ed.). England: pearson education limited

chapter two: second language acquisition research methodology for understanding the following concepts: Quasi- experimental research design and experimental one

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Appendix 1: The Students' Preliminary Questionnaire

University A_Mira, Bejaia
Faculty of Arts and Languages
Department of English
3rd year LSD, G2

Preliminary Questionnaire

Dear students,

I am investigating the effects of oral communication strategies instruction on EFL learners' anxiety to speak during oral sessions. Your anonymous contribution throughout this questionnaire will certainly be of tremendous assistance. You are gently invited to answer these questions.

*please tick (✓) or choose the appropriate answer(s).

Section one: General Information

1. How old are you?
2. Your gender: a. Female b. Male
3. Do you enjoy yourself being a student of English?
Yes No

Section Two: Part one: Students' perceptions towards speaking.

1. Do you like speaking sessions?
Yes No
2. Do you face or find any **difficulties** while trying to speak in oral sessions?
Yes No

Part two: Students' Communication Strategy use.

- 1.1. When you come to express yourself in English and you have a **word gap** (word you don't know or forgotten) what will you do/ were you doing?
 - a) Stop speaking
 - b) Asking your classmate/ teacher for the right word
 - c) Use mother tongue
 - d) Describe the word/idea you want to express

- e) Create new forms of words (e.g. saying vegiteranist instead of vegeteranian)
- f) Use fillers or pauses to complete the gaps (e.g., emm, err, uh...etc)
- g) Use approximately the exact word or synonyms of it.
- h) Others **please specify**.....

1.2.How **often** you **use** the above mentioned options?

Options Frequency	Always	Sometime	Never
a) Abandon speech (stop)			
b) Ask for help			
c) Use mother tongue			
d) Describe words			
e) Create new words			
f) Use fillers			
g) Approximation and synonym of words			
h) others			

2. What are you doing if your classmate **hesitates** or **looses words** to express the message? Choose the one you **frequently** use.

- a) **Help** him/ her to find the right expression.
- b) **Guess / infer** what the speaker wants to say after.
- c) **Let him/her try** to find another expression/word.
- d) Keep **quiet/ silent** without doing anything.
- e) Others

Please specify.....

Thank you for your cooperation

Appendix 2: The Pre-Test Questionnaire

University A_Mira, Bejaia
Faculty of Arts and Languages
Department of English
3rd year LSD, G2

Foreign Language Classroom Anxiety Scale

Dear students,

I am investigating the effects of teaching communication strategies on EFL learners' speaking anxiety during oral sessions. Your anonymous contribution throughout this questionnaire will certainly be of tremendous assistance. You are gently invited to give us your opinions about the following statements. This scale adopted from Horwitz, Horwitz and Cope FLCAS (1986: 129-130)

*please put a **cross (x)** below the choice of your opinion.

1. **SA**= strongly agree
2. **A**= agree
3. **N**= Neither agree nor disagree
4. **D**= Disagree
5. **SD**= strongly disagree.

Statements	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language					

5. It wouldn't bother me at all to take more foreign language class.					
6. During language class I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that other students are better at languages than I am.					
8. I am usually at ease during tests in my language class					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					

24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Thank You for Your Honesty and Cooperation.

Appendix 3: The First Session of the Training

A_Mira, Bejaia

3rd Year Quasi-Experiment Research

Faculty of Arts and Languages

Treatment Group 2(B)

Department of English

Trainer: Miss Ait Eldjoudi

Course: oral session

Co-Trainer: Mrs. DERADJI

Session one: Introducing oral communication strategies

Lesson Content

Title: Introduction to Teaching Communication Strategies

Presentation phase: the Tasks' Content

After motivating students to speak, we gave them two task to perform orally that involve the use of oral communication strategies and that following the top down approach of teaching communication strategies (introduce them implicitly).

Task One:

Imagine yourself in England, you went to the drugstore to buy a nail clippers but once you arrived you forgot its name in English.

What are you going to do to explain for the pharmacist/ druggist the nail clipper? (Client)

What are you going to do to help the client find the exact word? (Pharmacist)

Instruction: work in pairs (use words, gestures to express the object)

Vocabulary clues: nails (n), to cut (v), fingers, toes, sound

Task two:

Imagine you are informed by a student (you know his name) that you are going to re-sit for the didactics exam due to the bad marks that all the section got during the first exam, but when you come to inform your friend who was absent you forgot the name of that person who notified you.

What are you going to do to describe for your friend the person who told you that information? (As a speaker)

What are you going to do to help your friend find the name of that person? (As a listener)

Instruction: work in pairs like the first task.

Vocabulary clues: we provided the students with two pictures (see annex 1) containing face and body description words to help them describe the imagined person easily.

Introduction of the Communication Strategies: After the completion of each task:

First, we ask the listeners to identify the strategies used from the answer of the questions in the task above. **The Expected Strategies To Use:**

1. Appeal for help
2. Circumlocution
3. Paraphrasing/ approximation
4. Miming / non-linguistic strategy

Second, we inform them that these are the oral communication strategies used whenever you face a communication breakdown or a word gap in your speech.

Third, familiarize them with their aims as cited below:

- ✓ Allow you to continue speaking despite difficulties.
- ✓ Allow you learn new words
- ✓ Allow you appear more fluent

Practice Phase:

Word/ object description activity: asking students make a circle, then ask them to select word/ object to describe for the whole class using words they already know instead of the exact word, or use their body language and even when discussing inquiring assistance from the fellow students. Each selected word in a group will become a topic of discussion for the following aims:

- Allow all the learners to use the target language
- Apply circumlocution and paraphrase strategy for justifying the selection of a word
- Ending with the acquisition of new words interactively

Appendix 4: The second Session of the Experimentation

University A_Mira, Bejaia

3rd Year Quasi-Experiment Research

Faculty of Arts and Languages

Treatment Group (B)

Department of English

Trainer: Miss Ait Eldjoudi

Course: Oral Session

Co-Trainer: Mrs. DERADJI

Session Two: Training in the Use of Circumlocution and Paraphrase Strategy

Lesson plan			
Topic: practice on using circumlocution and paraphrase strategy	Class level: Advanced level(third year LSD students)	Time: 13:00 to 14: 30	Date: April 13 th , 2015 Experimental Group (B)
Lesson objectives: by the end of the lesson, students be able to : <ul style="list-style-type: none">✓ Refresh their creative thinking and spatial intelligence✓ Describe words/ objects easily✓ Learn new words✓ Speak fluently despite their English level			
Material: blackboard, handout, pictures.			
Class Management: working in pairs/ groups			
Lesson stages :			
<u>Warming up:</u> 10mn <ul style="list-style-type: none">➤ Giving a griddle for students to resolve➤ Reinforce their guessing abilities			
<u>Presentation:</u> work in groups of four 30mn <ul style="list-style-type: none">➤ Giving the students pictures of animals to describe			
<u>Practice:</u> calling the bulff game <ul style="list-style-type: none">➤ Allow students to perform situations for the transferability of the strategies taught.➤ Allow them to negotiate meaning.			

Lesson Content

Warming up: The Griddle (thimsa3rakth)

T: Do you know what do we mean by a griddle? S: Yes/ No.

T: a griddle is the game-like task that we play generally in our spare time in order to test each others' intelligence which involves a description of sth/sb by one person then guessed by others with competition among them who will find the answer.

T: I will give you a griddle and try to find its meaning working in pairs.

I have ears but I cannot hear

I have eyes but I cannot see

I have nose but I cannot smell

I have mouth but I cannot eat

I am young and I will stay young

S: answers T: the photograph of a person hhh.

Presentation: Circumlocution and Paraphrase Strategies

1. Ask students to form groups of four.
2. Give them the pictures of animals for each group.
3. Ask them to describe it for the whole class using the words on the picture without naming the animal right from the beginning to let the listeners guess its name.
4. Letting them know who have done a better description to motivate them and engage them in that picture description using the observation grid.

NB. See annex 2 for the pictures given for the students

Practice: calling the bluff game (students are put into groups of four)

1. Each team is given a word and its definition
2. Asked to add three other false definitions
3. Read out the definitions for the other team and let them guess the correct definition discussing the disagreement between the teams.
4. Having them perform the meaning of words using the body language to prepare them for the coming session where miming and appeal for help will be taught

Here approximation and circumlocution are applied and this will be checked according to the observation grid accompanied with the lesson.

Word	Meaning
1. Creep	Move slowly and quietly so you are not seen or heard (also tiptoe = walk on your toes so you are not heard)
3. Limp	Walk slowly and with difficulty because one leg or foot is injured
4. Dash	Run quickly and suddenly
5. Stagger	Walk with difficulty, being almost unable to stand up.
6. Hike	Walk long distances in the country
7. March	Walk with stiff regular step
8. Chase sth/sb	Run, drive, etc . after sb/ sth to catch them/it
9. Charge	Move quickly in a particular direction, often to attack sb/sth

Choose from the list the word and their definition to give for each team, and then follow the instruction above.

Appendix 5: The Third Session of the Experimentation

University A_Mira, Bejaia

3rd Year Quasi-Experiment Research

Faculty of Arts and Languages

Treatment Group 2(B)

Department of English

Trainer: Miss Ait Eldjoudi

Course: oral session

Co-Trainer: Mrs. DERRADJI

Session three: Training Learners to use Miming and Appeal for Help Strategy

Lesson plan			
Topic: miming and appeal for help strategies	Class level: Advanced level(third year LSD students)	Time: 13:00 to 14: 30	Date: April 19 th , 2015 Experimental Group (B)
Lesson objectives: by the end of the lesson, students be familiar with : <ul style="list-style-type: none">✓ The way strategies are used (how)✓ In which situations are used (where)✓ For what purpose are used			
Material: blackboard, handout, pictures.			
Class Management: working in pairs and groups			
Lesson stages :			
<u>Warming up:</u> 10mn asking them about <ul style="list-style-type: none">➤ How did they spend their weekend?➤ How was their exam marks?➤ Whether they ask a teacher or a classmate for help in case of forgotten or unknown word?			
<u>Presentation:</u> work in pairs 50mn <ul style="list-style-type: none">➤ Ask them do play the roles of a knower and help giver➤ Use non-linguistic strategy (gestures, mimes, body language) to express sth			
<u>Practice:</u> role play 30mn <ul style="list-style-type: none">➤			

Lesson Content



Activity one: in pairs prepare a dialogue to perform orally about a topic of your choice where one forget sth/ sb asking the other part how do we call it/ him (5mn a preparation time)

Example:

Lilia: hi Mili, where are you off now? (Where are you going?)

Mili : Oh, hi darling . I am going to that place (pointing to the library) how do we call it? / Or to where we borrow books for a period of time.

Lila: liberary!

Mili: yes, that's it to the liberary.

Question for asking for help:

How do we call it / that? (May be accompanied with a gesture)

What's this? I forgot its name it is round and red (accompanied with circumlocution)

How do we say this word in mother tongue in English? (Accompanied with mother tongue)

Activity two: instructions give them 5mn to prepare them

- dividing students into teams of four
- giving each group a picture/ word to mime (perform with gestures only)
- miming the described word or object to the whole class
- giving time for listeners to guess the mimed word if easily found thus the mimer-student understood the instructions

At the end of the activity, inform the students that this strategy is used whenever you cannot express the word/ object's name verbally.

Appendix 6: The Fourth Session of the Training

University A_Mira, Bejaia
Faculty of Arts and Languages
Department of English
3rd year LSD, G2

The application phase of the training was the last session of the training wherein learners performed role plays consisting of different TV shows that we have explained for them how they work. In what follow we will provide a summary cards of some role plays.

TV show1 Dr. house: host, doctor and ancient patient

Host: present the TV show, welcome the doctor and her patient and also the audience. Ask questions concerning the illness selected to discuss about.

Doctor: answer questions, raise awareness of the illness symptoms for the audience and give solutions for the illness. (Using circumlocution and paraphrasing)

Patient: narrate her illness experience and how her doctor helped her to recover quickly. (Use mime strategy for gesturing where the symptoms started first)

TV show 2 X Factors: host, two juries

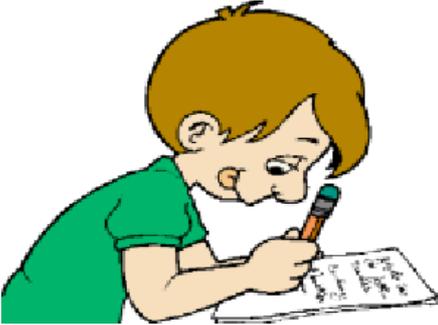
Host : presenting the show , welcoming the juries and asking them questions of how well the candidate sung last week.

Juriy one: thanked the host and then giving comments and judgments about the candidates describing their soft song and the one who needs improvement.

Jury two: did the same thing as jury one using circumlocution to describe the candidate.

Appendix 7: The Learners' Speaking Log inspired from Sonet and Lopez (2014)

SPEAKING- LEARNING LOG

<p>REFLECTING AFTER THE CLASS</p> 	<p>WHAT DID I LEARN TODAY?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>REMEMBERING WHAT HAPPENED DURING THE CLASS!</p> 	<p>What part did I like the best in the class? Why?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>What part did I enjoy less?</p> <p>.....</p> <p>.....</p> <p>Why?</p> <p>.....</p> <p>.....</p>
<p>Reflecting the coming class</p> 	<p>Which topics do I need to practice?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>What make me feel less anxious while speaking?</p> <p>.....</p> <p>.....</p>

THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix 8: The Students' Focus Group Interview

University A_Mira, Bejaia

3rd Year Quasi-Experiment Research

Faculty of Arts and Languages

Treatment Group 2(B)

Department of English

Interviewer: Ouacila Ait Eldjoudi

Q1: How did you feel when speaking English in the classroom at the beginning and now after the instruction you received?

Q2: How do you find the instruction you received on communication strategies? Are they enough or you need further training? Why?

Q3: Which of the taught strategies do you find more useful? Why?

Appendix 9: The Post-Test Questionnaire

University A_Mira, Bejaia
Faculty of Arts and Languages
Department of English
3rd year LSD, G2

Foreign Language Classroom Anxiety Scale

Dear students,

I am investigating the effects of teaching communication strategies on EFL learners' speaking anxiety during oral sessions. Your anonymous contribution throughout this questionnaire will certainly be of tremendous assistance. You are gently invited to give us your opinions about the following statements. This scale adopted from Horwitz, Horwitz and Cope FLCAS (1986: 129-130).

*please put a **cross (x)** below the choice of your opinion.

6. **SA**= strongly agree
7. **A**= agree
8. **N**= Neither agree nor disagree
9. **D**= Disagree
10. **SD**= strongly disagree.

Statements	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language					
5. It wouldn't bother me at all to take more foreign language class.					

6. During language class I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that other students are better at languages than I am.					
8. I am usually at ease during tests in my language class					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					

25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Appendix 10: Classroom Observation Checklist

Observation Grid

Session:.....	Time:.....	Date:
Class:	N° of students:.....	Attendance:
Observer:		

In the items below the observer either answer the question posed (by yes/ no) or tick the relevant option especially for the first part. Concerning the second part, the observer tick the strategy utilized by a learner to check its transferability. (N.B: S stands for student).

Part one: Classroom Observation

Items	Observation	Detailed comments/ Description
Students' motivation: Are students ready to learn communication strategies?		
Students' activities integration: Do all the students respond to activities accompanying the strategy/ies being taught?		
Teachers' instructions aims: <ul style="list-style-type: none"> • Fully achieved • Partially achieved • Not at all achieved 		

Part two: Strategy Transferability

Strategy Applied By Learners	S1	S2	S3	S4	Additional Comments
Taught strategies: <ul style="list-style-type: none"> • Circumlocution • Paraphrase • Appeal for help • Mime Other strategies: <ul style="list-style-type: none"> • Fillers (em, err, well) • Stop speaking • Word coinage • Use mother tongue 					

Appendix 11: Measuring Anxiety Symptoms

Four System Anxiety Questionnaire

This questionnaire contains sixty items concerning difficulties that most people experience from time to time. Read each item carefully. If you have experienced any of the thoughts, feelings, physical symptoms, or behaviors in the manner indicated by any of the items, respond with "Yes." If you have not, respond with a "No." Please make sure that none of the items are omitted. Please do not spend too much time on any question. We are interested in your first reaction, not a deeply considered response. Adopted from Janda (2001: 21-24).

- | |
|---|
| <input type="checkbox"/> 1. I blush easily. |
| <input type="checkbox"/> 2. I often feel so helpless and desperate that life becomes a source of suffering for me. |
| <input type="checkbox"/> 3. Poor sleep is one of my biggest problems. |
| <input type="checkbox"/> 4. I often avoid talking to people in a train or on a bus. |
| <input type="checkbox"/> 5. I tend to avoid going out. |
| <input type="checkbox"/> 6. I often have a headache. |
| <input type="checkbox"/> 7. I often experience the feeling of embarrassment. |
| <input type="checkbox"/> 8. A jittery feeling has become part of my life. |
| <input type="checkbox"/> 9. I often have dizzy attacks. |
| <input type="checkbox"/> 10. I sometimes cannot think of anything except for my worries. |
| <input type="checkbox"/> 11. I seldom experience chest pain. |
| <input type="checkbox"/> 12. I seldom feel on edge. |
| <input type="checkbox"/> 13. I cannot concentrate on a task because of disruption by uncontrolled thoughts. |
| <input type="checkbox"/> 14. I rarely feel joyful. |
| <input type="checkbox"/> 15. I have persistent disturbing thoughts. |
| <input type="checkbox"/> 16. I definitely avoid going to any kind of place again where I previously had a difficult time (for example, a social gathering or a street, etc.). |
| <input type="checkbox"/> 17. I sometimes think of myself as an inefficient person. |
| <input type="checkbox"/> 18. My feelings dominate my personality so much that I have no control over them. |
| <input type="checkbox"/> 19. I worry a lot when I think of possible disapproval from others. |
| <input type="checkbox"/> 20. I often experience the feeling of excitement. |
| <input type="checkbox"/> 21. I rarely try to steer clear of challenging jobs. |
| <input type="checkbox"/> 22. I rarely have disturbed sleep. |
| <input type="checkbox"/> 23. I sometimes feel upset. |
| <input type="checkbox"/> 24. My muscles are quite tense throughout the day. |
| <input type="checkbox"/> 25. When at home I usually try not to stay alone at night. |
| <input type="checkbox"/> 26. I sometimes get easily tired even when not working hard. |
| <input type="checkbox"/> 27. I rarely worry about unimportant events. |
| <input type="checkbox"/> 28. I seldom laugh freely. |
| <input type="checkbox"/> 29. I usually worry that I will not be able to cope with difficulties in my life. |
| <input type="checkbox"/> 30. I tend to avoid talking to someone who is above me |
| <input type="checkbox"/> 32. Wherever I go or whatever I do, I always have a feeling of discomfort. |
| <input type="checkbox"/> 33. I sometimes avoid participating in discussions even though I know the topic well. |

- 34. My hands rarely shake.
- 35. I sometimes feel extremely self-conscious.
- 36. I am worried that others might misunderstand me.
- 37. I occasionally experience a tingling sensation around my body.
- 38. I rarely try to keep away from social gatherings.
- 39. I sometimes feel happy but it easily fades away.
- 40. Even if everything is going well, my mind is occupied by imagining upsetting ideas.
- 41. I seldom have palpitations.
- 42. I cannot think clearly about anything because disrupting thoughts keep occurring in my mind.
- 43. There seems to be a lump in my throat much of the time.
- 44. I cannot feel relaxed even though I am not in a hurry.
- 45. I seldom avoid speaking at social occasions.
- 46. Even if it is necessary, I sometimes avoid asking other people questions.
- 47. I very rarely imagine myself being unpopular with my friends.
- 48. I have diarrhea once a month or more.
- 49. I often find myself thinking about possible embarrassing situations.
- 50. I usually feel quite insecure in my life.
- 51. I have a tight sensation at my neck.

- 52. I usually avoid getting involved in social activity

- 53. My uneasy feelings flare up at any moment.
- 54. I usually try to avoid walking in crowded streets.
- 55. I always feel irritable.
- 56. I hardly ever tell jokes.
- 57. I am concerned about how others view me.
- 58. I sometimes have stomach problems.
- 59. Half of my thoughts are related to some kinds of worries.
- 60. I try to avoid standing up to other people even if they have taken advantage of me.

Appendix 12: Tarone's 1977 Typology of Communication Strategies

Tarone's 1977 typology of communication strategies adopted from Ellis (2008: 507)

Communication strategies	Description of strategy
<p>1. Avoidance</p> <p style="padding-left: 20px;">a. Topic avoidance :</p> <p style="padding-left: 20px;">b. Message abandonment</p>	<p>Avoiding reference to a salient object for which learner does not have the necessary vocabulary</p> <p>The learner begins to refer to an object but gives up because it is too difficult.</p>
<p>2. Paraphrase</p> <p style="padding-left: 20px;">a. Approximation</p> <p style="padding-left: 20px;">b. Word coinage</p> <p style="padding-left: 20px;">c. circumlocution</p>	<p>The learner uses an item known to be incorrect but which shares some semantic features in common with the correct item (e.g. 'worm' for 'silkworm')</p> <p>The learner makes up a new word (e.g. 'person worm' to describe a picture of an animated caterpillar)</p> <p>The learner describes the characteristics of the object instead of using the appropriate TL item(s)</p>
<p>3. Conscious transfer</p> <p style="padding-left: 20px;">a. literal translation</p> <p style="padding-left: 20px;">b. language switch</p>	<p>The learner translates word for word from the naïve language (e.g. 'he invites him to drink' in place of 'they toast one another')</p> <p>The learner inserts words from another language (e.g. 'balon' for 'balloon'. NB Subsequently, Tarone (1981) refers to this as 'borrowing')</p>
<p>4. Appeal for help</p>	<p>The learner consults some authority- a native speaker, a dictionary</p>
<p>5. Mime</p>	<p>The learner uses a nonverbal device to refer to an object event (e.g. clapping hands to indicate 'applause').</p>

Appendix 13: Tarone's 1980 Taxonomy of Communication Strategies

Tarone's 1980 Taxonomy of Communication Strategies adopted from Tarone (1980: 429).

A. Paraphrase

Paraphrase includes three subcategories which are described below.

- (a) Approximation: The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e. g. "pipe" for "water pipe")
- (b) Word coinage: The learner's making up a new word in order to communicate a desired concept (e. g. "airball" for "balloon")
- (c) Circumlocution: The learner's describing the characteristics or elements of an object or action instead of using the appropriate TL structure (e. g. "She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of")

B. Transfer

Transfer has two elements in it.

- (a) Literal translation: The learner's translating word for word from the native language (e. g. "He invites him to drink" for "They toast one another")
- (b) Language switch: The learner's using the NL (native language) term without bothering to translate (e. g. "balon" for "balloon" or "tirtil" for "turtle")

C. Appeal for Assistance

This refers to the learner's asking for the correct term or structure (e. g. "What is this?").

D. Mime

Mime refers to the learner's using non-verbal strategies in place of a meaning structure (e. g. clapping one's hands to illustrate applause).

E. Avoidance

Avoidance consists of two subcategories described below.

- (a) Topic avoidance: The learner's by passing concepts for which the vocabulary or other meaning structures are not known to them
- (b) Message abandonment: The learner's beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.

Appendix 14: The Nijmegen University Group Typology of Communication Strategies

The Nijmegen University Group Typology of Communication Strategies. This is a mixture of the one reported by Dörnyei (1995: 58) and the readjusted one by Poulisse 1990 (as cited in Ellis, 2008: 508).

*Archistrategies/SC Strategies	Description and examples
<p>1. Conceptual strategies</p> <p style="padding-left: 20px;">a. Analytic strategies</p> <p style="padding-left: 20px;">b. Holistic strategies</p>	<p>Manipulating the target concept to make it expressible through available linguistic resources.</p> <p>Specifying characteristic features of the concept such as circumlocution, description and paraphrase.</p> <p>Using divergent terms which shares characteristics with the target item such as approximation subordinate, coordinate or super ordinate</p>
<p>2. Linguistic/code strategies</p> <p style="padding-left: 20px;">a. Morphological creativity</p> <p style="padding-left: 20px;">b. Language Transfer</p>	<p>Manipulating the speaker's linguistic knowledge.</p> <p>Creating a new word by applying L2 morphological rules to a L.2 word (e.g., grammatical word coinage).</p> <p>Transfer from another language including borrowing , foreignizing, literal translation</p>

Note:

Archistrategies: principal strategies

SC strategies: secondary communication strategies

Appendix 15: Ogane's 1998 Simpler Classification of Communication Strategies

Ogane's 1998 Simpler Classification of Communication Strategies

Strategies	Description and examples
1. Paraphrasing	Rewording and describing an object or an idea using antonyms and synonyms. <i>E.g., a substance with which you foam and wash your body or hand usually accompanied with a mass of bubbles (a bar or soap)</i>
2. Borrowing from L1	Using words or expressions from the mother tongue to impart an idea or a message or even translate literally to the target tongue though sometimes causes misinterpretation chiefly for the Japanese English learners. <i>E.g., in English the word trainer means coach not sweatshirt like in Japanese.</i>
3. Miming	Using body posture and motions to express a message considering the gestures meaning across culture and it can also be used with other strategies such as appeal for help. <i>E.g., nodding to express the acceptance of an idea or appraisal to someone.</i>
4. Asking for help	Explicit or implicit inquiry for help using the three steps: <ul style="list-style-type: none"> • Asking the interlocutor (friend, teacher, native speaker) how something is called in the target language • Using fillers, eye contact and facial expression to indicate where the help is needed. • Using textbook or pocket dictionary to search for the word but this one is create amusing and humiliating situations <i>e.g., after my suitcase and luggage/ baggage put in the carousel I recuperated them using the uh..... (Helper: trolley) (Speaker: yes that's it) to carry them.</i>
5. Avoiding	To stop speaking without simple trial to locate the intended or nearby word from the exact one saying <i>e.g 'I don't know'</i> or even deviating from a complex topic to an easy known one to preserve the conversation.

Appendix 16: The Recommended and Non-Recommended Communication Strategies for Training

The Recommended and Non-Recommended Communication Strategies for Training adopted from Russell and Losky (1998: 107)

Recommended Type for Training	Non-recommended strategies for training
<p>L2-Based Strategies</p> <ol style="list-style-type: none"> 1. Approximation 2. Word coinage 3. Description <ol style="list-style-type: none"> 3. Appeal to interlocutor <ol style="list-style-type: none"> a. Approximation b. Word coinage c. Description d. general 4. General/ Catchall category 	<p>L1-Based Strategies</p> <ol style="list-style-type: none"> 1. L1 switch 2. Direct translation 3. Non-linguistic <ol style="list-style-type: none"> a. mime b. point to object c. picture 4. Appeal to interlocutor: <ol style="list-style-type: none"> a. mime b. point to object c. picture 5. Outside Appeal <ol style="list-style-type: none"> a. dictionary b. appeal to other 6. Reduction <ol style="list-style-type: none"> a. Avoidance b. Abandonment

Appendix17 : The First Sample of The Students' Speaking Learning Log

Name: ~~P. H. D. P. H. D.~~
 Independent session: 01 **SPEAKING- LEARNING LOG**

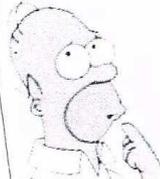
REFLECTING AFTER THE CLASS



WHAT DID I LEARN TODAY?
 I learn the strategies of communication

HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING?
 My conversation and speaking is well, I mean that the listener understands me better.

REMEMBERING WHAT HAPPENED DURING THE CLASS!



What part did I like the best in the class? Why?
 The presentation is the best part because my classmates enjoy and laugh.

What part did I enjoy less? Why?
 being shy in the first presentation because when I feel shy, I lose words.

Reflecting the coming class



Which topics do I need to practice?
 It depend to the teacher. It's not a problem. Avoid politics.

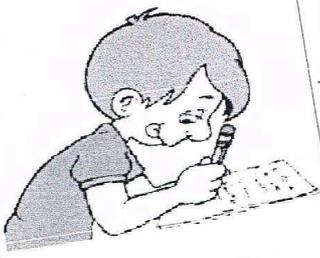
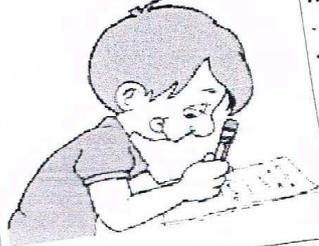
What make me feel less anxious while speaking?
 feeling encouraged by my classmates.

THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix18 : The Second Sample of The Students' Speaking Learning Log

Name: ~~_____~~
 Independent session: 01

SPEAKING- LEARNING LOG

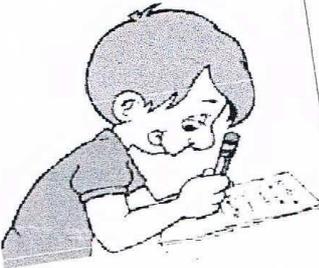
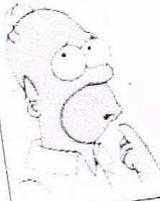
<p>REFLECTING AFTER THE CLASS</p> 	<p>WHAT DID I LEARN TODAY? I learned many strategies that we can use when using English.</p> <p>HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING? I feel very comfortable, really enjoyed learning those theories.</p>
<p>REMEMBERING WHAT HAPPENED DURING THE CLASS!</p> 	<p>What part did I like the best in the class? Why? When we discuss the subjects proposed by the teacher because I like expressing myself.</p> <p>What part did I enjoy less? The performance.</p> <p>Why? I don't feel comfortable when performing.</p>
<p>Reflecting the coming class</p> 	<p>Which topics do I need to practice? How to make the learners feel comfortable when performing of speaking.</p> <p>What make me feel less anxious while speaking? Ignoring the learners, to forget that I will have a presentation at the end of my presentation.</p>

THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix 19 : The Third Sample of The Students' Speaking Learning Log

Name: _____
 Independent session: 01

SPEAKING- LEARNING LOG

<p>REFLECTING AFTER THE CLASS</p> 	<p>WHAT DID I LEARN TODAY? Today I have learn about strategies that we use when speaking not only in English even if in our mother tongue.</p> <p>HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING? When using this strategy to help speaking I feel comfortable, I'm not stressed and I'm not shy.</p>
<p>REMEMBERING WHAT HAPPENED DURING THE CLASS!</p> 	<p>What part did I like the best in the class? Why? When we are staying in a group it is the part which I like to speak I express myself.</p> <p>What part did I enjoy less? I enjoy less the second part.</p> <p>Why? because I describe someone and I invent words to describe.</p>
<p>Reflecting the coming class</p> 	<p>Which topics do I need to practice? The topic that I need to practice is teaching or teaching me books.</p> <p>What make me feel less anxious while speaking? The thing that make me less anxious while speaking is not listen to me and they don't</p>

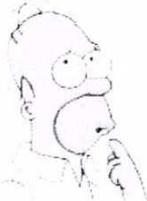
THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix 20 : The Fourth Sample of The Students' Speaking Learning Log

Name:

Independent session:

SPEAKING LEARNING LOG

<p>REFLECTING AFTER THE CLASS</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>WHAT DID I LEARN TODAY? <i>How to identify a problem...</i> <i>and how to describe a person...</i> <i>and how to work in a group.....</i></p> <p>HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING? <i>I feel that it is a good method to explain and to transfer the message.....</i></p>
<p>REMEMBERING WHAT HAPPENED DURING THE CLASS!</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>What part did I like the best in the class? Why? <i>Working in a group because it is a change of ideas.....</i></p> <p>What part did I enjoy less? <i>I enjoy less when I am on the green board.....</i></p> <p>Why? <i>because of shyness.....</i></p>
<p>Reflecting the coming class</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>Which topics do I need to practice? <i>I think that I will make a T.V. show for the next week.....</i></p> <p>What make me feel less anxious while speaking? <i>I feel a good atmosphere with my classmates.....</i></p>

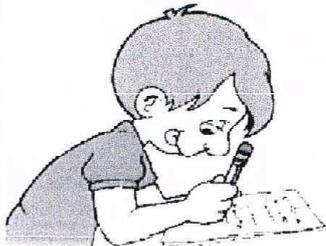
THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix 21 : The Fifth Sample of The Students' Speaking Learning Log

Name:

Independent session: 02

SPEAKING- LEARNING LOG

<p>REFLECTING AFTER THE CLASS</p> 	<p>WHAT DID I LEARN TODAY?</p> <p>I learn many new words and I used them in my speaking.</p> <p>.....</p> <p>.....</p> <p>HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING?</p> <p>.....</p> <p>feel anxious at the beginning but more comfortable after.</p> <p>.....</p> <p>.....</p>
<p>REMEMBERING WHAT HAPPENED DURING THE CLASS!</p> 	<p>What part did I like the best in the class? Why?</p> <p>When doing the same exercise in groups because it helped us to improve our logic and we do not be shy of our mistakes.</p> <p>What part did I enjoy less?</p> <p>There are not.</p> <p>.....</p> <p>Why?</p> <p>I enjoyed all the task.</p> <p>.....</p> <p>.....</p>
<p>Reflecting the coming class</p> 	<p>Which topics do I need to practice?</p> <p>I need to prepare a good conversation to present a TV show so I will speak fluently and give a lot of information that will help my classmates.</p> <p>What make me feel less anxious while speaking?</p> <p>..... mistakes and pronunciation.</p> <p>.....</p> <p>.....</p>

THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix 22 : The Sixth Sample of The Students' Speaking Learning Log

Name:

Independent session:

SPEAKING LEARNING LOG

REFLECTING AFTER THE CLASS



WHAT DID I LEARN TODAY?

I learned how to make my mind working and fast to look for the answers. And I have to describe

HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING?

I'm full of energy with the participation and have a fun with my classmates

REMEMBERING WHAT HAPPENED DURING THE CLASS!



What part did I like the best in the class? Why?

The part is when we try to be the first to answer the questions.

What part did I enjoy less?

When I forget the word. The word is up of my tongue but

Why?

Reflecting the coming class



Which topics do I need to practice?

T.V shows / interview

What make me feel less anxious while speaking?

The correction and the help of my friends.

THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix 23: The Seventh Sample of The Students' Speaking Learning Log

Name:

Independent session:

SPEAKING-LEARNING LOG

REFLECTING AFTER THE CLASS



WHAT DID I LEARN TODAY?

I applied the strategies of communication using the circumstances of gestures and appeal for help in form of role play activities.

HOW DID I FEEL WHEN USING THIS STRATEGY WHILE SPEAKING?

I felt happy, excited, energetic, using whatever words I know to express my idea. What's a good opportunity to speak?

REMEMBERING WHAT HAPPENED DURING THE CLASS!



What part did I like the best in the class? Why?

I liked all the parts since I speak my role as I want to perform and participate sometimes (participate).

What part did I enjoy less?

Name of the part:

Why?

The roles mentioned before I like role playing.

Reflecting the coming class



Which topics do I need to practice?

Role of Business life Abroad Study

What make me feel less anxious while speaking?

Carrying work Role playing

THANKS A LOT FOR YOUR TIME AND HONESTY!

Appendix 24: Sample Lesson of the Control Group

University A_Mira, Bejaia

3rd Year Quasi-Experiment Research

Faculty of Arts and Languages

Treatment Group 2(B)

Department of English

Trainer: Miss Ait Eldjoudi

Course: Oral session

Co-Trainer: Mrs. DERADJI

Session one: Idioms, Vocabulary Input And Group Discussion

Lesson plan			
Course: oral session Discussion topic: Topic networks	Class level: third year LMD, LSD students G2	Time: 8:00 to 9:30	Date: April 5 rd , 2015 Control group(A)
Lesson objectives: by the end of the lesson, students will have: <ul style="list-style-type: none">✓ Understood what idiomatic expressions means✓ Acquired new synonyms of run and walk.✓ Engaged in a group discussion freely			
Material: handouts			
Lesson stages :			
<u>Warming up:</u> <ul style="list-style-type: none">➤ Motivating learners➤ Preparing them to speak freely			
<u>Presentation :</u> New language input <ul style="list-style-type: none">➤ Familiarizing learners with the meaning of idiomatic expressions➤ Mushrooming their language repertoire			
<u>Practice:</u> Group discussion <ul style="list-style-type: none">➤ Allow student to express their points and judgments about different topic			

Lesson Content

1. What is Idiomatic expressions:

It is a group of words whose meaning is different from the meaning of the individual words. For instance, we are all **in the same boat**. When we look to the meaning of single words the sentence is very clear, but its origin denotes sth else that is used especially in the English speaking countries i.e the meaning of the whole sentence is “**we are all in the same difficult situation**” .

Activity one: find the meaning of the idioms below

Break the news: to make sth known

Cost an arm and a leg: to be very expensive

In a nutshell: e.g to put it in a nutshell; to say sth in a very clear and few words.

Easier said than done: more difficult than you think

Live from hand to mouth: to barely have enough money to survive.

Activity two: match the words on the left with their meanings on the right using the examples below to help you.

Word	Meaning
1. Creep	a. Run quickly and suddenly
2. Stroll	b. Move slowly and quietly so you are not seen or heard (also tiptoe = walk on your toes so you are not heard)
3. Limp	c. Move quickly in a particular direction, often to attack sb/sth.
4. Dash	d. Walk long distances in the country.
5. Stagger	e. Walk with stiff regular step.
6. Hike	f. Walk with difficulty, being almost unable to stand up.
7. March	g. Walk slowly and with difficulty because one leg or foot is injured.
8. Chase sth/sb	h. Run, drive, etc . after sb/ sth to catch it
9. Charge	i. Walk casually for pleasure

Examples:

I **Crept** up the stairs, so as I wouldn't wake anyone.

We **strolled** along the beach

He **limped** quite badly after his accident.

Despite his injury, he **staggered** to the nearest house and phoned for help.

They **hiked** across the countryside.

The soldiers **marched** for over 20kms.

The police **chased** the man for miles.

I **dashed** across the road for the bus.

An angry section of the crowd **charged** towards the security men.

Correction:

1. _____ → b

2. _____ → i

3. _____ → g

4. _____ → f

5. _____ → d

6. _____ → e

7. _____ → h

8. _____ → a

9. _____ → c

Group Discussion

We ask the students to form a circle where the teacher is involved within the circle. After that, we ask each student to write a topic of discussion in a piece of paper then we do a lottery to select one to discuss for about 3 minutes till all the topics are put into practice.

Appendix 25: The Discourse Analysis of the Students Video /Audio-Taped Performances

***The Discourse Analysis of the Audio-Taped Students' Performance**

We selected samples of the audio-taped performances of the subjects from the experimental group to be analyzed using discourse analysis approach. The latter is used to indicate the pauses, laughs and the like that students include in their performances and what are their significance as well in using communication strategies. We selected two sample one in the first session of the experimentation and the second in the transferability session (i.e last session of the treatment).

A. Sample one. Students are asked to perform in pairs the first task of the introductory training session (see appendix 3) in which they are supposed to use circumlocution and appeal for help even mime and paraphrase strategies to express their ideas as demonstrated in the discourse below.

Student A: (Knocking on the door).

Student B: Come in.

Student A: Good morning miss

Student B: Good morning. How can I help you?

Student A: Please, I need your [help] (said in kabyl then in English). I want to buy ere r ..ere [pause] .

Student B: [interrupt saying come on don't hesitate in kabyl] you don't worry just explain more what you want to buy. I will help you.

Student A: Yes, the one emm ... that we use [pause] oh by which we cut our fingernails.

Student B: Ah, you want to say nail clipper.

Student A: Yes, that's it thank you.

Student B: Take it [giving the nail clipper]. (Saying never mind using the mother tongue)

By analyzing the discourse above, we can deduce that the students at the beginning of the training are aware of the existence of the strategies of communication but they use the inappropriate ones. For example, in the fifth line the student B used *ere* twice followed with a pause instead he can use miming pointing to the wanted tool and saying that one. Also he used the mother tongue to express the word help. Likewise, the student A in the last phase used the mother tongue too to respond to the client's thanks. By way of conclusion, the students at the beginning of the training showed their need to practice the handy communication strategies that can help them to maintain conversation despite difficulties.

B. Sample two. Students asked to role play a task on their choice as the following students selected to role play a TV show entitled 'what's the word' using circumlocution, appeal for help and guessing strategies. In what follow, we will provide a short example of the whole role play.

The role play contains three participants: the host, the candidates of the game, the audience (take role of applauding).

The host: (started by presenting the show 'what's the word' and welcoming the candidates of the day). Tanan [make the sound of the show starting] welcome everyone to your TV show what's the word. We have four candidates as usual hello Berneda, Katy, Sila, Kamel.

Well, I will give you a definition of a word and you will try to guess automatically. First, I will give you an example look it is a tool by which we cut bread quite easily. You guess it and say it's a knife. Have you understood? Are you ready Berneda to start.

Berneda: Yes am ready go ahead.

The host: So, it's a place where you can buy shoes. (Circumlocution)

Berneda: Well, it is a shop may be [with hands pointing forward]. (Guessing then appealing for help)

The host: Em not really it's larger than a shop you can find everything there. (Giving help)

Berneda: It's a mall (Correctly guessing the word)

The host: Yes that's it well done

Audience: Applaud

It is quite obvious from the discourse above that we succeeded in training our participants to use the four selected strategies namely, circumlocution, appeal for help, miming, paraphrasing. That is to say, the subjects managed to authentically apply the strategies comparing to their first performance. In this performance, the students tried to speak continuously and even without pauses just where appropriate. They used Em only for reason of inspiration and to point out the candidate is near the correct answer nothing more, and even we notice the absence of the mother tongue like in the first performance. Yet, this does not allow us to generalize the findings for the whole participants since we need to record and analyze other students' performances for ensuring the results. Therefore, we can estimate that the other recruited students too managed to do so according to the videotaped performances that you can view on the CD comparing both prior and after the experiment and the analysis below.

Analysis of the video-taped students' performances

We video-taped eleven students overall that are selected randomly-four students at the beginning of the experiment and six at the end - (the variation in number is due to the speaking task difference). We come out with four videos in which we scrutinized the use of the non-verbal language as far as miming strategy concerned. In what follow, we will present the videos analysis samples one in the beginning (sample one) of the experiment and the other at the end (sample two) of the experiment.

A. Sample one students are inquired to enact in pairs a speaking task wherein a description of a forgotten name's person is included (see appendix 3 for the content of the task). We, thus, analyzed the non verbal language used by the students since one our selected strategy is miming. Student A play the role of the person description and student B try to guess the person right from the description.

Student A: answered to the question how she looks like by using fingers crossed around the eyes (miming strategy) to refer to the blue eyes she has. Also, she used her hand circling around the face (miming strategy) accompanied with the verbal expression '*she has round face*' and that for clarification sake.

Student B: she started speaking continuously till arriving to the accuracy problem which break-down her communication, and this is clearly understood when she stopped speaking for a self-monitoring time to find or adjust her expressions. For example, she said how she [ah

stop speaking] she looks likes; also she said I have remembered then put her hand on her mouth laughing [stop speaking for reflecting on the accuracy of the speech] then repeated the same expression to continue her speech. Hence, what the girl did show a sign of speaking anxiety as referred by Horwitz, Horwitz and Cope (1986) in their scale by the statement '*I feel overwhelmed by the number of rules you have to learn to speak a foreign language*' in the communication apprehension part of the scale.

Overall, it seems clear from the above analysis that student A use the miming strategy much better than the second student who suffer from grammar problems and communication apprehension as well

B. Sample two Surprisingly, the same students in the previous sample are video-taped in addition to a third one to meet the speaking task requirement. They role played a TV show (see appendix 6 for the speaking task content). In what follow, we will provide an analysis of the video that is captured at the final session of the training programme shedding light on the strategies utilized most importantly the non-verbal strategies.

Student A: she used circumlocution, indirect appeal for help and miming strategies to express her ideas. For example, in order to explain the symptom of the illness she said swollen ears with hands going forward around the ear (miming strategy); also she said bulky face with two hands pointing back and then forward (miming strategy). Additionally, she expressed the word frequently with index fingers crossing repeatedly after saying vomiting another symptom of the illness. Besides, she used indirect appeal for help when she said 'take *antibiotics*' with French pronunciation without knowing that it exists in English language but with another pronunciation /ae n ti b 'ai o t i k s/; she used code switching to name the illness saying '*chof megir of belmzough*'. Moreover, she used circumlocution when she said '*this illness goes from one person to another*' instead of saying directly this illness is contagious or infectious.

Student B: she used miming, direct appeal for help, paraphrasing and circumlocution as well. Firstly, we noticed that this student reduced from her fears of grammar mistakes comparing to the first performance. To exemplify, she said Memouna and his instead of her patient also illnesses instead of an illness. Furthermore, she used hands pointing forward around the ear to clarify the word swollen and she succeeded to do so because one student said when ear become big. Additionally, she used direct appeal for help when she said '*be attentive... oh, be*' receives the help from her classmates saying '*be careful*'. She also paraphrased the

student's A sentence (i.e *this illness goes from one person to another*) by saying *'if someone has this illness don't touch him or be close to him'*.

Student C: she used mainly miming due to her role as an ancient patient of the doctor invited. She just supposed to say how she felt during the illness here she used hand pointing to the head for *'a headache'* and pointing to the abdomen for the *'stomach ache'*.

Comparing the first and the second sample video analysis, we can come out with the finding that the students succeeded in utilizing the strategies we trained them although they clearly disclosed the need of further training in their answer to focus group interview question number six. Therefore, generalisability of the findings is not guaranteed since we need to video-tape all the participants and analyze them as well.

Appendix 26: The Observation Checklist Results

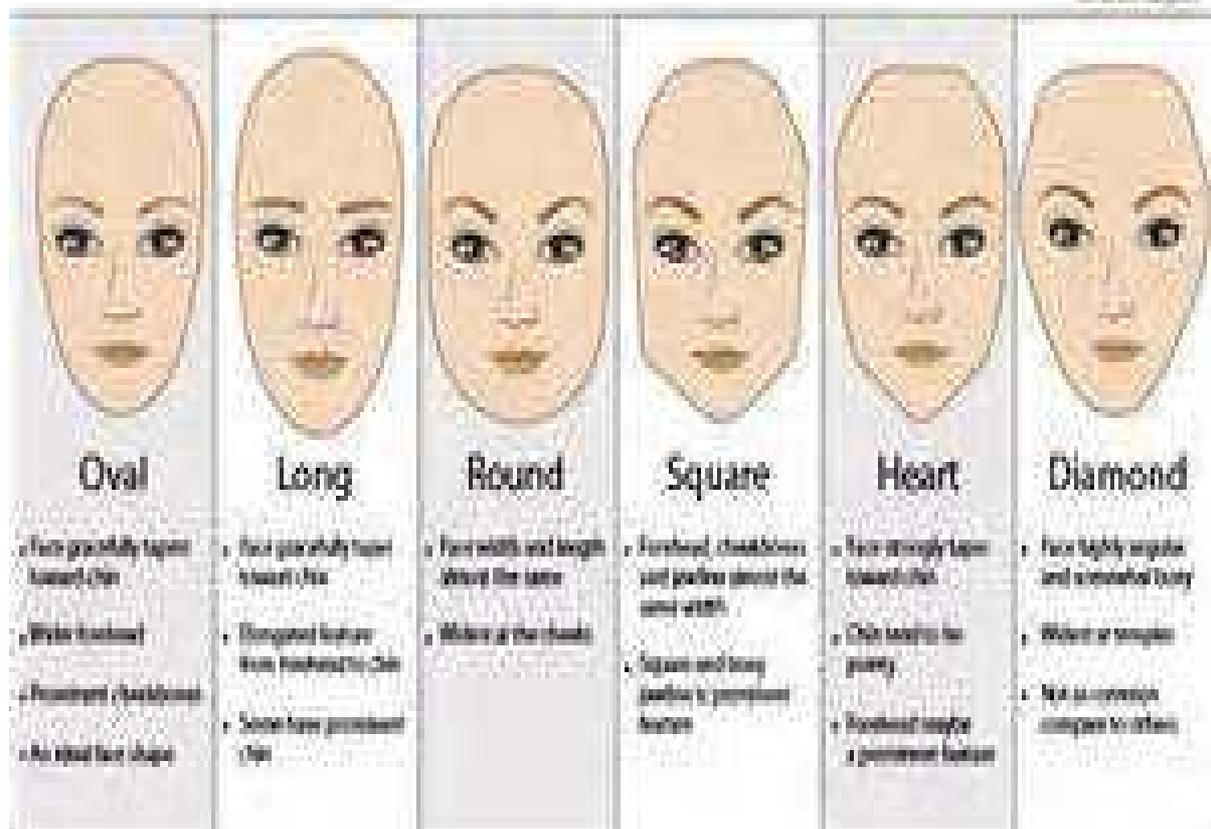
Observation checklist

From the starting to the ending of the training period, we -the researcher and the teacher- were observing the students' performances, behaviours, motivation, and reactions towards the implementation of communication strategies and their use as well using the observation grid in appendix10. We observe them according to the speaking activity requirement either in pairs or in groups of four. We noted right from the first session of the teaching period that the students were reluctant and unwilling to perform in the stage in front of all the other classmates which led to partial fulfillment of our teaching aims. Also, we marked the students' recurrent use of the mother tongue and fillers once verbalizing the target tongue which render them unmotivated to get engaged in the oral tasks. In the next session, however, the learners were completely different; they reacted positively to the instructions and enjoyed the fact of performing on the stage. They applied quite effectively the strategies and reduced on their use of the mother tongue while speaking. Likewise, in the third session, the participants were too motivated. Besides, in the final session, the subjects were speaking without a lot of pauses instead they were using word coinage in addition to the taught strategies (i.e circumlocution, miming, paraphrase and appeal for help) as you can see in the video-taped performance. Additionally, concerning the absentees, we faced some difficulties in the beginning only 14 students attended the class but in the coming sessions all the participants are present and this affect negatively our results. In a nutshell, from the additional comment we jotted down in the last session, we can conclude that the students enjoyed the training to the extent of daring us for additional sessions saying '*please add for us at least one session*' and this proof their great enthusiasm to practice speaking strategies.

Appendix 27: Body and Face Description Clues

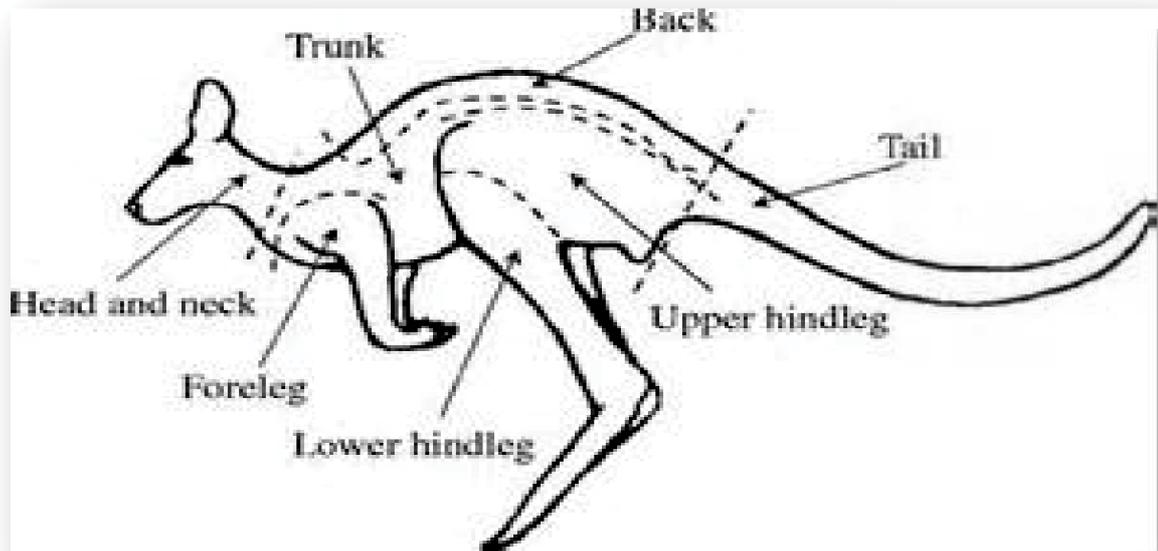


FACE SHAPES

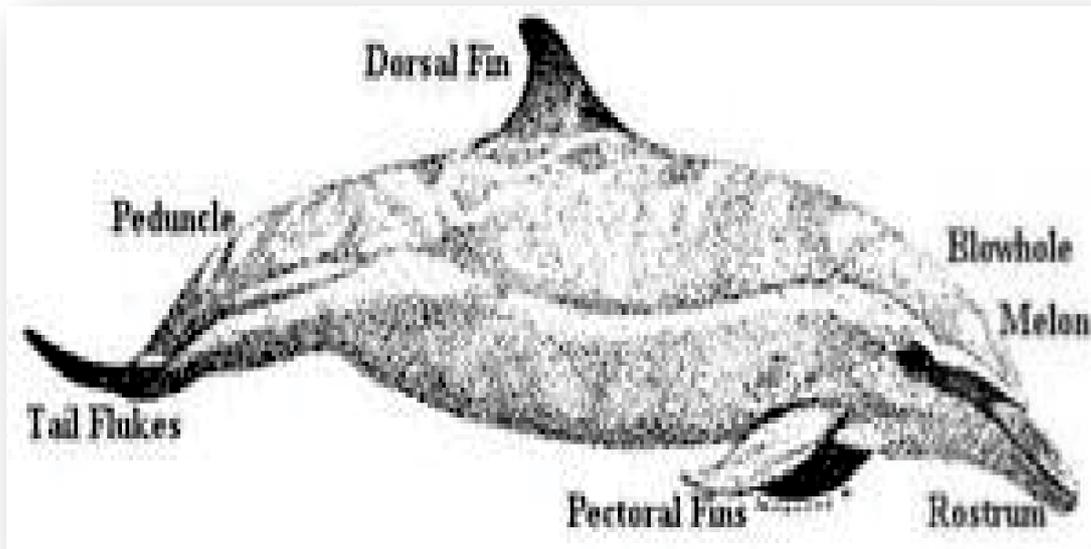


Appendix 28: Animals' Pictures for Description

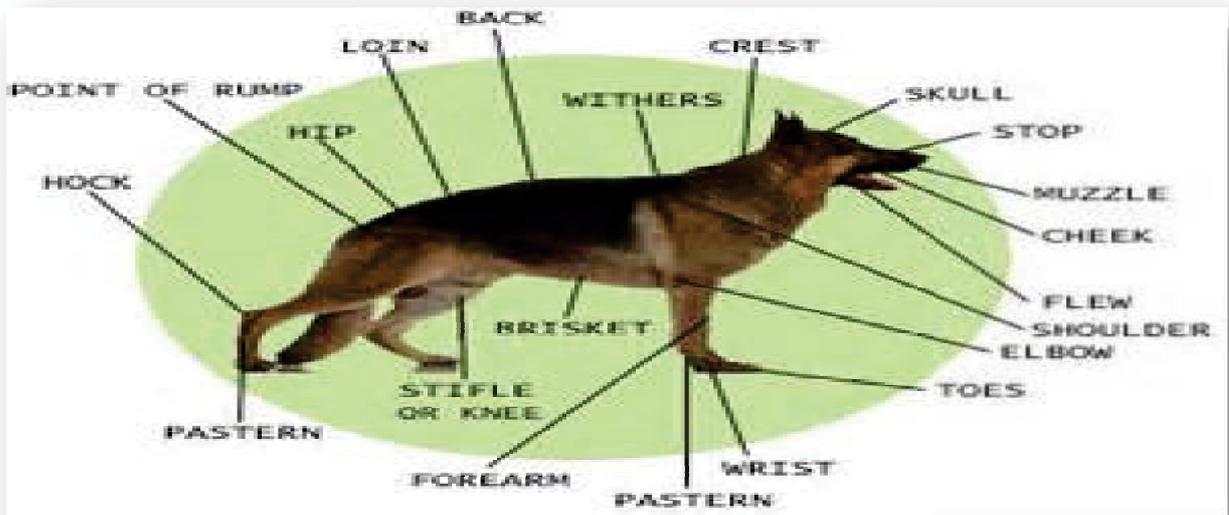
Team A: kangaroo (have pouch= where the Joey= young kangaroo is put)



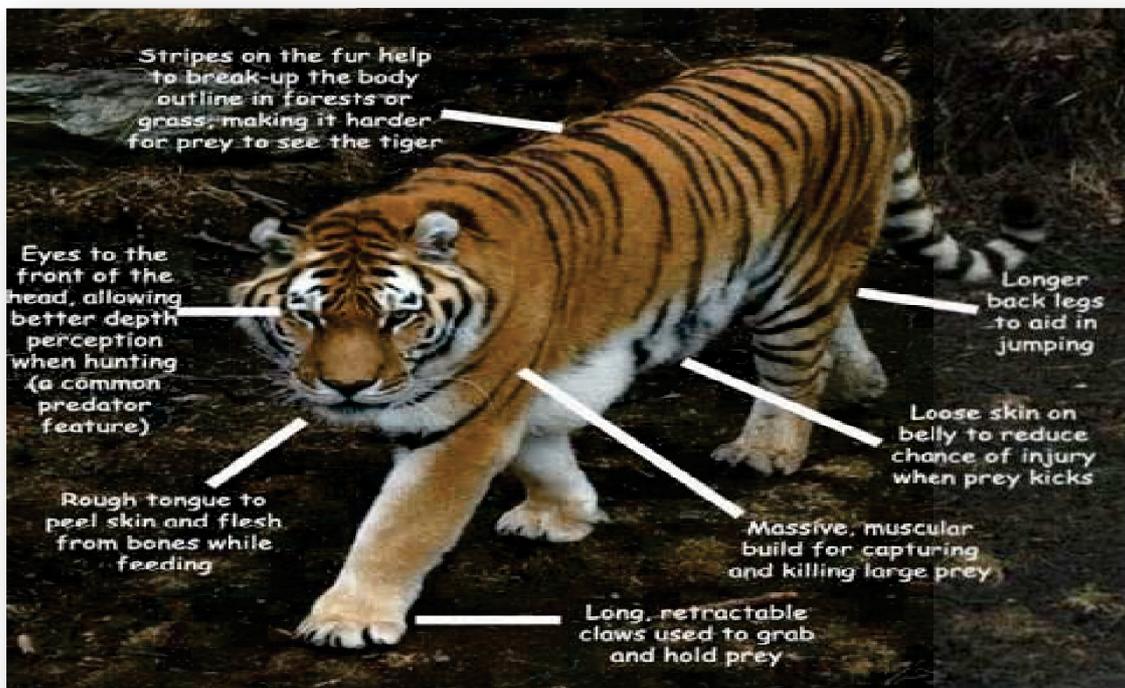
Team B: Dolphin (mammal friendly animal)



Team C: A Dog (bark= loud sound made by the dog, canine= dog's pointed teeth)



Team D: A tiger



Appendix 29: Role Playing Picture in the Market



Appendix 30: Role Play in the Restaurant





Appendix 31: Cueing Picture for Story Telling Activity

STORYBOARD - MAGGI

