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Communication Apprehension among ESP Students

The Case of: Final-Year Political Studies Students at Chlef University.

A Dissertation Submitted as a Partial Fulfilment for the Magister Degree in English for Specific Purposes.

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

Dedication

To my beloved family

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Abstract

The main purpose of this paper is to examine the level of communication apprehension (CA) among Final-Year Political Sciences students studying English for Specific Purposes (ESP) at Chlef University, and then investigate the main factors that lead to their CA in the ESP classroom. The instruments that were used for data collection in the study are two questionnaires to 50students and an interview with 4 teachers. This study contains four chapters. The first two chapters are mainly theoretical and the last two chapters are practical. As regards to the first chapter, it is devoted to the learning situation and research methodology. The second chapter is entirely dedicated to the review of the literature related to the topic of the study. The third chapter is purely practical. It is considered as the most important part of the inquiry through which we have reached some significant results. The findings of the study revealed that most students had high level of CA with the relative contribution of two main reasons: instructional and psychological factors to the situation. The last chapter was mainly meant to present some suggestions and recommendations on how to reduce communication apprehension among ESP students and improve their speaking skills.

Key words: Communication apprehension, ESP, FLCAS.

List of Abbreviations and Acronyms

CA: Communication Apprehension

CBA: Competency Based Approach

CLT: Communicative Language Teaching

EAP: English for Academic Purposes

ELT: English Language Teaching

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

FAL: Functional Academic Literacy

FLCAS: Foreign Language Classroom Anxiety Scale

ICT: Information Communication Technology

LMD: Licence, Master and Doctorate

L2: Second Language

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General Introduction

   In the ESP context, students' success in getting a job is mainly based on their demonstration of communication skills. Different professions have different communication skills. However, for Politics, effective oral communication skills are the most vital part of their practice. It is obvious that having good oral communication skills is valuable for both classroom management and obtaining employment when graduated. Communication Apprehension (CA), which is our exact area of inquiry, stands as a real barrier to effective communication. There are two types of CA: writing and oral CA. Among all types, oral CA is considered to be the most important aspect and it happens due to an intense personal fear or anxiety about communicating (*Stanga KG, Ladd RT*, 1990). In other words oral CA is the lack of capability to communicate verbally with people, which results in an ineffective communication.

   The situation at the department of Political Sciences at Chlef University does not seem very successful since many teachers of English complain about the level of their students' communication skills and they say that they ignore the real factors that contribute to their reticence or communication apprehension. Many colleagues from the department of Political Sciences at Chlef University notice that their students are reticent in speaking inside the classroom in presence of their peers. They say that their students tend to avoid expressing orally their personal ideas and hesitate to participate and respond to their teacher's questions even if they do know the exact answers. So, what are the reasons of students' reluctance and apprehension in the ESP classroom?

   This study aims at evaluating the level of CA among final-year political sciences students at Chlef University, and then investigating the main factors that lead to this phenomenon as an attempt to find possible solutions to reduce students' CA and improve their speaking abilities in the ESP classroom.

   This research specifically intends to answer the following questions:

1. Does communication apprehension exist among final-year Political Sciences' students?

2. What are the main factors that lead to communication apprehension in the ESP classroom from the students' point of view?

3. What are the main factors that lead to communication apprehension in the ESP classroom from the teachers' point of view?

The researcher hypothesises that:

1. The final -year political sciences' students have high level of communication apprehension.

2. The factors that lead to CA inside the ESP classroom can be classified into two categories: (1) instructional and (2) psychological factors.

The main objectives of the research are to:

1. Identify the level of CA among final-year political sciences' students

2. Investigate the main factors that lead to CA in the ESP classroom.

3. Suggest some solutions to improve the students speaking abilities

To test the hypotheses mentioned before, a qualitative approach was considered an appropriate strategy as "it begins with individuals and sets out to understand and interpret their experiences of a particular phenomenon" (Cohen et al. 2000: 23).Three instruments were used under this qualitative research. Two questionnaires were administered to 50 (30 female and 20 male) third year LMD students learning English for Specific Purposes at the department of Political Sciences at Chlef University. Those students were chosen randomly from all the groups that constitute the third year LMD students who were expected to be graduated soon. An interview was conducted with the 04 teachers of English who taught all the third year classes.

Our study consists of four chapters. It starts with a general introduction and ends up with a general conclusion:

The first chapter is about the learning situation and research methodology, it is meant to enable the reader to have a clear idea about the situation of English in Algeria in general and in particular that of ESP at the department of Political Sciences at Chlef University. The last section in this chapter was devoted to the research methodology and the scope of the study.

The second chapter is a review of literature, which consists of two sections. The first section deals with ESP and the communicative use of language. It sheds light on English for Specific Purposes, its origins, its branches and the speaking of English for Specific/Academic Purposes. The second section deals with Communication Apprehension a, its types, foreign language communication apprehension, the learning effects of FLCA, and communication apprehension in the ESP setting.

The third chapter is about data analysis and interpretation; it is devoted to the analysis of the findings of the study as well as the interpretation of the results. The researcher used one instrument for each research question in order to test his hypotheses.

The fourth chapter is devoted to a number of implications, suggestions and recommendations on the basis of the study results and the conclusions drawn from them.

A possible limitation of this study was the number of the participants. There were only 50 students. A large sample might yield different results. Another possible limitation was the number of the factors that contributed to students' CA in the ESP classroom. There might be other factors such as: social and cultural factors which may contribute to the current study.

Chapter One

1.1. Introduction

The teaching of English for Specific Purposes is well developed in many countries over the world and especially in the European countries. However, in Algeria, one notes that there has been a recent increase in the number of institutions of higher education as well as an increase in the number of students attending these institutions. This increase in the number of the university structures, especially of scientific and technological specialities, was not accompanied by any development in teaching programmes, and in particular that of English for Specific Purposes. The current situation regarding the teaching of these specialities in the Algerian universities is characterized especially by a lack of human resources and inadequate teaching material.

In Algeria we do not have enough information about the English for Specific Purposes teaching situation. The aim of this chapter is to describe the situation of the teaching of English for Specific Purposes in Algeria with a special emphasis on the department of Political Sciences at the University of Chlef. The other aim of this chapter is to present the research methodology and design of this study.

1.2. English in Algeria

I.2.1. English Language Teaching in Algeria

The status of English in Algeria is that of a foreign language. Arabic and French languages are used as a medium of instruction in higher education institutions. But, the demand for English has increased in recent years due to its role as the global language.

Consequently, English is taught as a pedagogical support, in all Algerian faculties and institutions, for most of the documentation is in English and for scientific reasons because a great part of scientific and technical terms are in English. For example, many terms in Political Sciences are in English: Globalization, Cold War, Middle East, Clash of Civilizations…. …..etc.

English seems to be the frequently used language in every corner of the world. It is used in some places as a mother tongue, whereas in other parts of the globe as a second or a foreign language. With regard to the third world countries, it has been quickly spread thanks to the economic development and technological advancement. It

becomes then the language of scientific research and the important means of communication between different countries of the world.

Algeria has given opportunities to its students to study for higher levels and to make researches in different fields such as science and technology. The Algerian system of education has given great importance to foreign languages and has encouraged their use, especially English which is felt present and urgently needed in politics and economy. The Algerian interests in the field of petroleum and natural gas, for instance, orientate the country to the Western English speaking counties like the United States of America and the United Kingdom. Therefore, English language is still gaining a great importance as a main tool for communication between all nations of the world.

After our country obtained its independence, it established political and economical relations with many countries in the world. It seized the opportunity to import technology from the west via Algerian intellectual groups who studied abroad and became able to perform English fluently. One could say that this language contributed efficiently in the economic development, electronics, computing and telecommunication. However, English remains a foreign language in Algeria and it is not widely used and spoken.

In the recent years, specialists in the field of teaching decided to tackle the issue of how this target language should be taught and learnt after years of unsatisfactory results obtained by applying the structural approach which focused on language usage rather than on the language use. This means that students were taught only grammatical forms. The reason why they later on found difficulties in dealing with language when trying to convey their own ideas into communicative situations. In other words, students fail to put into practice (use) what has been learnt (usage). Widdowson (1972) states that the problem which is faced is that students, who have learnt many years of structural or formal English teaching, remain weak to possess the ability to use it and understand its use in normal communication. The weakest point of the structural learning process is in the fact that it gives much importance to the acquisition of forms rather than functions. The specialists show that a good acquisition

of any foreign language requires a notional-functional approach which helps students to transmit the target language into real use.

1.2.2. Aims and Objectives of English Language Teaching in Algeria

Algeria enjoys a linguistic plurality (or diversity). The national language used in administration and the media is Classical Arabic. Algerian Dialectal Arabic and Berber are spoken in everyday life and informal situations. For historical reasons, French stands as a second language. Though many laws and policies were followed so as to weaken the influence of the French language in favour of Classical Arabic, this did not succeed to make it disappear from the Algerians' lives and culture.

English on the other hand stands as a foreign language in Algeria. Algerian learners meet it only in the classroom whereas the national environment is far from being supportive. The teaching of English as a foreign language in Algeria is inspired by the national policy that sees its interests in the language that enjoys the importance explained in the previous part. It can also be another way to diminish French interference as claimed by Miliani:

"In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones."(Miliani 2000)

Whatever the cause may be, English is actually taught in Algerian middle, secondary schools and most Algerian universities. English is the language that imposes itself in the Algerian institutions, and sooner or later it will be the dominant language in the Algerian higher education.

1.2.3. Approaches to English Language Teaching in Algeria

After Algeria got its independence in 1962, many teaching approaches and methods were selected by Algerian theoreticians and designers to teach English in our Algerian schools and universities: the **structural approach**, which was based mainly on the learning of separate syntactical elements (syntax-based approach), did not prove

efficient since learners were just memorizing grammatical rules and applying them in unrealistic ready-made situations. The result was that learners could not use the language in a fluent and a creative way; therefore, they did not know how to communicate using appropriate social language, or expressions. In brief, they failed to communicate in the culture of the targeted language.

After discovering and trying many teaching approaches and methods (the **Grammar-Translation and the Direct Methods**), the Algerian educational designers agreed upon the need of the communicative language teaching as an urgent solution to many problems which appeared in the teaching/learning situation. This choice is justified by the tendency that teaching is communication:

"The first act of pedagogy is communication .... Teaching implies" know-how to communicate". The first apparent element is the one of language, more exactly of discourse and of the logic it carries" (Morandi 2000)

In an attempt to make learners gain language proficiency, a communicative view has been taken into account to change the focus from the formal side to a functional one. Brumfit (1979) states that the new view of language as communication appears as a reaction against the view of language as a set of structures. In other words, the language should be learnt in a meaningful social context without focusing a lot on grammatical items. In this view, the speaking skill is given more importance for the purpose of helping learners reach a communicative competence.

The **communicative approach** was introduced for the purpose of giving birth to pair and group work that help learners develop their communicative competence, i.e. appropriate, meaningful, spontaneous, grammatically acceptable and reasonably fluent linguistic interchange, both orally and in writing. Therefore, there was a kind of shift from form to function, from usage to use, from skill getting to skill using, in an authentic communicative competence. That kind of learning made use of real-life situations that necessitated communication. The teacher used to set up a situation that students were likely to encounter in real life, and let them react and respond accordingly either in pairs or groups depending on the task.

Under the communicative approach,the focus is on real language use.The teacher should establish situations likely to promote communication. The social

context of the communicative event is essential in living meaning to the utterances. Learning to use language forms appropriately is an important part of the commuincative competente. The learner should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers. Ander the communicative approach, the teacher has many roles to fulfil: manager of classroom activities,advisor in answering learners' questions and monitoring their performance,co-communicator (Littlewood,1981)

The **communicative approach** was welcomed by both teachers and learners who became active and more interested in their learning. But although learners managed to communicate efficiently using correct grammatical structures, their English still remained "a classroom English" that could not be driven outside of the classroom towards real life contexts,thus making the communicative approach a theoritical one. Furthermore, the communicative approach was also criticised on the fact that the students' learning in that kind of classes depended mainly on the teacher (teacher-centred classes) who used to be the only holder of knowledge without him nothing would move.

After years of adopting such communicative approach, practitioners in the field of teaching felt the need to shift to another view especially after the unsatisfied results obtained by students during their communicative learning process. Students, according to some teachers, have neither the ability to transmit a message nor to jot down simple sentences. It is for this reason that the ministry of higher education thinks to give students more opportunities to share the classroom management with their teachers.

Recently, they have applied the Competency Based Approach which appears as a new approach to be implemented in the English syllabus design to answer the 21st century needs and the world's new changes. A key concept of this approach is the meaning of the word "competency". By definition, a "competency" is a know-how-to-act process which integrates and mobilizes a set of capacities and skills, and an account of knowledge that will be used effectively in various problem-solving situations or circumstances that have never occurred before. This new approach has been taken into consideration to be an appropriate approach for English language teaching. It is in its beginning and intends to put students in real world tasks. In other

words, the classroom activities should reflect the competencies students acquired at the end of the programme. The emphasis is on the real world activities related to life i.e. what they learn in the classroom can be transferred to the real world beyond the classroom doors.

The **Competency-based approach** tends to make the learning skills related to the outside environment. It aims at making the learner able of sharing knowledge and cooperation with others. It is characterized by the following:

a. **It is problem solving:** It puts learners in situations that test their capacity to overcome obstacles and problems. Problems make learners think and they turn what they think into words and language (English).

b. **It is action-oriented**: It gears language learning to the acquisition of know-how embedded in functions and skills. It allows learners to become effective language users in real-life situations outside the classroom.

c. **It is a cognitive approach**: As its name implies, the cognitive approach deals with mental processes like memory and problem solving. By emphasizing mental processes, it places itself in opposition to behaviourism, which largely ignores mental processes.

d. **It is social –constructivist**: It regards learning as occurring through social interaction with other people and not as the transmission of predetermined knowledge and know-how to be reproduced in-vitro (i.e., only within the pages of the copybook or the walls of the classroom)

To sum up, one can say that Algeria is a fertile land for adopting and testing new teaching approaches, sometimes without thinking about the possible outcomes that may result from shifting from a given approach to another without a good preparation and purposeful debate.

1.2.4. The Training of EFL Teachers in Algeria

There are many higher educational institutions that train EFL teachers in Algeria, and which award degrees in EFL teaching following four years of study for the classical system and three years for the LMD system. EFL curricula, however, do

not cover the methodology of ESP teaching at tertiary level. Thus, a typical ESP teacher is General English teacher who is employed to teach ESP courses. The university graduates become potential applicants for a job of English language teaching as a foreign language in secondary and middle schools. Alternatively, these graduates can also apply for an eventual position in the department of English or other faculties such as Political Sciences, Economics, and so forth.

However, it is important to note here that there is no official teacher training scheme at this level, either pre-or in-service, because these students are not supposed to be university teachers, except in the cases mentioned above. After finishing their post-graduate studies, these teachers are awarded a post-graduate degree (magister) and eventually a doctorate. This category of teachers can officially teach English in the department of English and is given full staff status.

1.2.5. English Licence Programme

The Algerian licence programme gives much importance to the four basic learning skills and it is mainly composed of the following modules:

1- Oral Expression (Conversation)

2- Grammar

3-Written Expression

4- Reading Comprehension

5- Listening Comprehension

6- Psychology

7- Psycho -Pedagogy

8- Didactics (TEFL)

9- Literature (American+ British+ African)

10- Civilization (American+ British+ African)

11- Phonetics

12- Linguistics

13-Semantics

With the implementation of the LMD system in the Algerian universities, new modules such as: English for Specific Purposes, Research Methodology, Phonology ....etc were added to the classical system's modules so as to meet the new challenges of globalization and especially that of the Algerian job market.

1.2.6. The significance from the Adaptation of the LMD System in Algeria

The Algerian university has gone through several reforms, according to the changing in the socio-economical needs of the country as well as those of science and technology. The most important one is the 1971 which has structured higher education in Algeria and was intended mainly to make Arabic the dominant language of higher education.

This system worked for a good time but in its recent years it had shown its limits. In a systemic approach, the "university "system requirements were no more satisfied with the "classic" approach and an improvement or change was necessary. It was noted, especially the following deficiencies:

• Educational programmes no longer meet the new socio-economical data.

• Training mono disciplinary in classical approach where concept of general culture is completely absent.

• A significant failure rate due primarily to uncertainty about the future among students.

• Lack of motivation among teachers and students.

• Centralized management of the university.

Given all these problems, reactions were necessary. Thus, the Algerian government has decided, from 2001 to diagnose the situation in order to provide immediate and

sustainable solutions for higher education. A new «university» system has imposed itself.

Following the recommendations of the National Committee of the education reform, a reform plan was adopted by the Cabinet in April 30, 2002 and the Ministry of Higher Education and Scientific Research has adopted a ten-year strategy to develop the sector for the period 2004-2013, one of whose main themes is "The development and implementation of an overall and deep reform of higher education, the first step is the establishment of new architectural educations, including an updating and upgrading of various educational programs, and a reorganization of the educational management.

The choice fell on the new "LMD: Licence-Master-Doctorate " system to meet the expectations of society and also to be in concordance with the new guidelines and global trends in higher education. This system examines and defines the ways and means to teach study and evaluate differently in higher education.

The application of the LMD system in Algeria was considered a step towards Globalisation because this Anglo-Saxon programme has been adopted by not only most European countries, but also most countries of the world and especially neighbouring countries such as Morocco and Tunisia.

The three constituent elements of the system are: the **Licence** with 6 semesters (three years of study and the equivalence of the BA i.e. Bachelor Degree), a **Master** degree of two years (4 semesters) is the second phase whereas the last period is the **Doctorate** studies of three years.

The aim behind changing the system of teaching in our educational system at university level is to create an overall innovation within the Algerian universities to permit them follow the flow of real foundations adequate with the evolution of not only scientific research and educational techniques, but the world as well. This is, of course, a salient matter for the possibility to speak the same language in similar fields and use the same vocabulary and terminology with other nations.

This system is based on the so-called "Teaching Units" which the students should collect by the end of each semester. Moreover, there is a new element which is the system of "Credits" which means that if students do not get the needed credits, they may pass to the next semester with the credits got before, but they remain indebted so that they should get what lacks to gather the needed credits by the end.

There are six semesters in the first phase of this system, i.e. the "Licence" degree. In each semester, students are expected to attend 400 hours. New subject fields have been added in this system to allow students have as much choices as possible when moving to the second phase of the system (i.e. the Master Degree). Additionally, there is an interesting flexibility in the system which permits the student to move from English to French –in the time being- and vice versa. This is called the System of Transfer of Credits (STC). In other words, students can move from French to English with the credits gained when being studying French and the reverse holds true. When students reach the third year of the first phase, they are free to deal either with the academic or "professionalizing" licence. That is, students may choose to go to work or carry on the process of learning they already started and pass to the second phase i.e. the master degree.

The LMD system started to be applied in the academic year of (2004/2005) and not all universities agreed to start it because it was a heavy responsibility on their shoulders. It was first included in such universities as Béjaia, Constantine and Mostaghanem. Later on, most Algerian universities adopted the LMD system.

The LMD is designed so that all system components, including teachers and students have become involved in training and are no more spectators as in the "classic" system: the teacher has the opportunity to offer training courses tailored to the available resources and skills based on a pedagogical team and the student has the opportunity to choose the path that suits him. The student participates actively in his training; a number of hours are therefore restricted to the training outside the university. In addition, the student is better supported through a tutoring system in which the accompaniment is more active.

However, many university teachers were not even consulted to give their opinions about the implementation of the LMD system in the Algerian university. As a result, the majority of teachers and students are not satisfied about this system which they feel it was imposed on them.

1.2.7. The Use of the ICTs in Algerian Universities

It is comforting to know that the actors of the Algerian education worry about the position of the ICTs' use in Algeria, and particularly at universities. In fact, the position of Algeria in terms of ICTs' use appears little promising. More seriously, that situation is incomprehensible especially if we consider the prosperous neighbouring Europe and the enthusiasm of young Algerians to the new technologies. Indeed, the Arab report of 2002 concerning the human development noticed the serious delay of Algeria in the domain, in comparison to Morocco and Tunisia and more importantly to the countries of the Middle East, stating that *"The ICTs enable us to accelerate the pace in the renewal of the information, they also enable the Arab World countries overwhelm their delay in the subjects of knowledge"*[1].The 2006 statistics in terms of internet use show that only 7.3% of Algerians employ this means of communication versus 15.6% of Tunisians and 15.1% of Moroccans. Apparently much promising the project Ousratic[2] has failed to realise the expected results. In fact, the IUT (International Union of Telecommunication) 2006 report has showed that the expectations of the programme about the year 2010 predict less than 10% of Algerian families using the computer in comparison to 20% of Tunisian ones for a similar Tunisian programme.

In this frame of disappointing conditions, the question whether universities should integrate computer assistance in their classrooms seems inappropriate. A. Bessaada seems to think that it would be more urgent to think about the integration of computer laboratories and "classes branches" open on the world in primary and secondary schools, in other terms, he supports the integration of the ICTs' use at an early stage of education and holds that only in this way Algerian universities would recover from "la fracture numérique" which paralyses them.

It is known that the teacher is considered by a great number of educational theoreticians, as the most important member of the educational unity. So, he is

supposed to be the one who selects the kind of methods and strategies to be used in each teaching situation. Since each situation is a case in itself different from the others and since there is such a thing called "individual differences" between learners even in the same classroom, the teacher needs to have some freedom to teach what he selects under the way he sees appropriate. However, this is not the case as far as most Algerian universities are concerned. It is not the teacher who decides but the Ministry of Higher Education.

1. My Translation from A.Bensaada in, ' **Plaidoyer pour des classes branchées en Algérie',** in Le Quotidien d'Oran. April, 8th, 2007,Algeria. P.1

2 Ousratic is a project launched by the Algerian ministry of telecommunication in 2005 and which aimed in fact at providing each Algerian family with a personal computer.

1.3. The Learning Context

1.3.1. Centralized Decision-making

The problem in the centralization of educational decisions and planning is that it does not take into consideration the specialists' views and the implementation of the LMD system in our Algerian universities is a clear example. It is rather based on political or economic purposes which are most of the time contradictory with what should be taught from an educational and intellectual point of view. Not to say that these interests (the economic and political ones) are temporary and ever-changing.

1.3.2. Teaching Aims and Learners' Needs

One of the crucial points in teaching ESP is the learners' needs. Most of the time, learners ask themselves: why do we learn this lesson? This question springs from the fact that they do not know the aims of the curriculum. They come to the classroom to receive pieces of knowledge, memorize them then give them back in the exams to move to the next year. They do not know what they will benefit from what they learn in their real lives. On the other hand, teachers do not know what their learners need to know and sometimes they do not even make efforts to know. Here, the gap widens

between the two partners who are supposed to work in collaboration to achieve success and development.

As a result of not being stated and explained, learners' needs are by no means answered as far as the syllabus is concerned. This is to be added to the fact that there is no clear link between the long-term aims and the short-term objectives.

1.3.3. Methodology in ESP Classes

English in the department of Political Sciences, as in other faculties and departments, is considered as a secondary course. This is proven by the fact that curriculum developers gave no particular attention to English for Specific Purposes and did not provide specifications for the course content, methodology, etc.

The teacher is free to teach whatever he/she judges relevant. Another option is to teach grammar and syntax and possibly conduct certain discussions of general interest under the thought of improving students' structural and linguistic needs.

No communicative activities and techniques are used at the department of Political Sciences to teach English. The focus is on structure development, more technical tasks and activities. The conclusion is that grammar-translation methodology is still popular in ESP classes, which contradicts the communicative methodology. The end product of these procedures is boring lessons, frustration and sometimes provocative behaviour. Students show disruptive or challenging behaviour by talking to each other during the course or not paying attention to the teacher.

1.3.4. EFL Teachers in ESP Classes

ESP and EFL differ from each other in terms of purpose of learning a foreign language. ESP concentrates more on language in context, than on teaching the grammar and language structures required for formal or informal settings.

ESP and EFL require similar pedagogic skills but different linguistic competencies and content knowledge. While the former entails FAL(Functional Academic Literacy) and field-specific content knowledge to be able to make special material preparation and design a field-specific syllabus, the latter needs only

functional literacy/communicative competence in social settings and putting into use ready-made syllabus or text books. This difference should be reflected to teacher training.

However, a typical ESP teacher in Algeria is a General English teacher who is employed to teach ESP courses. A good example is the department of Political Sciences in which all the teachers are new EFL teachers. Their training is determined according to social language needs of students, though the most important difference between ESP and EFL teaching lies in the learners and their purposes for learning English.

These language teachers without training, skills and strategies for language teaching in relation to the field of study, e.g.: Political Sciences, perceive themselves as unable to help ESP learners to understand academic concepts, facts and knowledge encoded in academic texts without mentioning their inability to engage in communicative situations in which they are probably obliged to speak to native speakers, present their works, give speeches, etc…

Consequently, EFL teachers who have to teach ESP should get special training to perform well to meet the needs of tertiary level students.

1.3.5. Students' Quality and Students' Differences

Generally speaking, third year LMD students at the department of Political Sciences form kind of mosaic! Some of those students studied English for three years in the middle school (old system), whereas; others studied four years (new system). Some of them took the Baccalaureate of the old system which they repeated it twice in their schools (BAC 2007/2008); others have taken the new Baccalaureate which started only in 2008.Furthemore, some students took the Algerian Baccalaureate as free candidates after failing in their secondary schools. These differences in the number of years in studying English, students' ages and also the quality of the English they were taught constitute a big problem to their English teachers because they will all sit in the same classroom and study the same syllabus.

Another important factor which must be taken into consideration when talking about students' quality and differences is that they belonged to different learning streams and branches when they were secondary school pupils: literary, scientific, foreign languages, economics and management……etc.

1.3.6. Timing and Time Allocation

One important feature of the learning context is that of time. In effect, in the designing of a language course syllabus, the question of how many hours are allocated to any field of study, obviously has much to do with determining what level of attainment can be reached. For instance, in the department of Political Sciences, only one hour and a half per week during three academic years is devoted to the English course. The number of hours certainly determines the level of proficiency and also the content of the course.

Furthermore, most of the time, the session allocated in the time table is placed at the end of the day if not at the end of the week. That in itself signals the importance given to the course and the poor expectation of both the administration as well as the students. The rate of absence in the English course is naturally the highest.

Teachers and students often complain that the teaching time is so limited and so many teaching contents are required to be accomplished in the rather unsuitable limited time. Students' interaction is time-consuming. It is not possible to let students talk more and ask them more referential questions in such a short period class time, or the required teaching content will not be achieved, whereas it will save much time through more teacher talk. Moreover, it is a highly demanding job to prepare and design the class activities which consume time and energy. Teachers usually are overloaded and reluctant to do so.

However, one must bear in mind that the teaching can be extensive, as far as knowledge is concerned, or intensive. The teacher needs to use the time allocated effectively. If the number of contact hours is beyond the teacher's control, he must set his objective to what can reasonably be achieved in the time available. Thus, the question of time/timing needs to be closely linked to the statement of the objectives of

any course as far as the case of the English teacher at the university in Algeria is concerned,*"the objectives have been set for him and he has only a fixed, and often inadequate, amount of time to reach the objectives.."*(D.A Wilkins, 1974)

1.3.7. Group size

A much more commonly discussed variable than time is the number of students in the class on the grounds that it is much more difficult for teachers to teach when dealing with large classes. This happens in the department of Political Sciences for instance for the first year and second year with classes around 30-40 students whereas third year classes contain only 25 students which is in fact an encouraging situation to establish communicative activities from time to time. Hence, Wilkins was right when he claimed:

"Decisions about methods to be adopted cannot be taken without regard for the number of pupils in the class and the conditions in which they are learning …"(D.A Wilkins,1974).

One can not deny that third year Political Sciences' classes contain less than 30 students in each class. This situation was impossible just few years ago where classes were filled with more than 40 students in each class. If this number of students is taught in good conditions and by professional teachers, they can reach the objectives that are set for them and why not turn them into good language communicators.

1.3.8. Teaching Materials

As far as the majority of Algerian universities are concerned, teaching materials are restricted to traditional ones such as the board, the chalk, and the handouts. The absence of audio-visual aids which are said to facilitate language teaching and learning is a fundamental barrier towards students' motivation. But one of the main drawbacks that make students feel lost and not confident is the absence of any specialized text book or printed syllabus that allows them know exactly what they are studying. The existence of a printed text book helps also teachers, especially beginners, who did not have any training in the field they are asked to teach. It is not a secret to say that within the same department, Political Sciences is one example, every teacher selects what he/she sees important and suitable to his/her students without any coordination with other teachers of the same department!

We can not compare our Algerian universities to other foreign universities in the teaching of ESP for a number of reasons. One of them is the teachers' quality and the second one is that most Algerian universities are new as compared to other foreign universities. Another reason is that most English teachers in Algerian universities are young and have not got much experience in teaching the English language and not to mention the English for Specific Purposes. The absence of a national printed textbook for each specialized field of study has created a sharp difference in students' quality from one region to another in our country.

On the other hand, one must admit that the ministry of higher education has recently equipped the majority of universities with enough teaching material such as multimedia means and audiovisuals material (data show, TV set, overhead projector, cassettes, videos…etc.) necessary to engage in activities which are both communicative and motivating. But, the problem is that although the university has spent huge amounts of money to equip the classes, most lessons are done without using any new audiovisual material and the reasons for that are due to the lack of teachers' training to use this material and also because most of the them, lacking fluency and content knowledge to teach academic English, feel unprepared to integrate authentic texts, tasks, or tests from content areas in their English classes.

It is very important to say that the best investment is the one which gives much importance to human resources and not only to material ones. Students are not going to be taught only by machines or equipments!!

1.3.9. Concentration on Marks

In addition to the big number of students in each classroom, there is another drawback which is the system's concentration on marks as a measurement of success or failure. According to Travis and Wade, among the factors that decrease the learner's natural motivation is concentration on marks:

"The fact that our school system relies heavily on grades may help explain why the average college graduate reads few books. Like all extrinsic rewards, grades induce temporary compliance but not necessarily a lifelong disposition to learn" (Travis & Wade 1997)

Concentration on marks has many drawbacks:

1. It transforms knowledge from a precious thing to be sought into numbers and scores.

2. It turns learners into seekers of marks rather than the value they get from what they are learning.

3. It decreases learners' curiosity and thirst to learn things apart from the syllabus.

4. It can urge the weak pupils to cheat in exams.

I.3.10. Absence of Communication

Speaking about the implementation of the Communicative Approach opens doors to student-student interaction as well as students- teacher interaction. It involves communicative activities which generate communication within learners and push them to speak. Mistakes are tolerated in such approach because the focus is on functions rather than forms. However, studies reported that the communicative approach failed partly because teachers did not work in an adequate manner with its principles. They misunderstood the nature of communicative language teaching. Although they used materials meant for communicative activities, they fall in the trap of using traditional teacher-centred routines (Deckert 2004).

What is even worse is that most students still feel they are secondary school pupils; they learn courses by heart and do no more work to ameliorate their levels because their objective is marks and not performance and qualification. Apart from very few exceptions, the English class in Algeria as well as other subjects' class is the kind of: memorise what is given to you and turn it back in the exams!

I.4. Research Methodology and Design:

I.4.1.Descriptive Research

'Language Anxiety' or feelings of tension or nervousness while learning and speaking a second/foreign language, as defined by Horwitz et al. (1986) , is a subjective experience which varies from individual to individual. In order to capture the diverse range of subjects' experiences, a descriptive approach was selected as an

appropriate strategy as *"it begins with individuals and sets out to understand and interpret their experiences of a particular phenomenon"* (Cohen et al. 2000). How students experience communication apprehension, what they think are the causes of such an experience, and how teachers perceive this phenomenon was investigated using descriptive research strategy. This allows the researcher to understand the subjective world of students' experience by making an effort to get inside the person and to understand from within (2000: 22).

I.4.2.Rationale of Choosing Descriptive Strategy

Investigations of second/foreign language anxiety have been, for the most part, quantitative studies, primarily correlational studies (Price, 1991).But, in a series of these correlational studies, the researchers have been unable to draw a clear picture of the relationship between anxiety and overall language acquisition, performance and proficiency (see Horwitz, 1986; Horwitz, 2001).

A different approach is needed to study the construct of language anxiety in order to gain deeper insight into the issue. One such approach is the descriptive research that was used in this study, as it allows the researchers to obtain descriptive information on factors not easily assessed through empirical research and can provide a way to view phenomena from the point of view of the subject (Price, 1991).

1.4.3. Subjects of the Study

To obtain information regarding the situation of ESP course at the Department of Political Sciences, University of Chlef, we will deal with two samples chosen from the following population:

1)   50 Third year LMD Political Sciences' students specialised in Foreign Affairs (30 female and 20 male). These 50 students constitute the two groups of the Foreign Affairs , an option which is one of the three options in which students are enrolled in the third year at the department of Political Sciences. The other two options are Human Resources (06 groups) and Analysis of Arab Countries' Policies (2 groups).

2）04 teachers of English who teach at the department of Political Sciences, also participated in this study through an interview conducted with them to understand the phenomenon under investigation from a different point of view. This may look a small sample in practical terms; it however covers all the ESP teachers of the third year LMD students at the Department of Political Sciences.

I.4.4. Procedure and Data Collection

ESP teachers at the department of Political Sciences often complain that their students remain silent and most of them rarely take part in classroom discussion.

The researcher hypothesised that there was a high level of CA among third year Political Sciences' students and that there were two major reasons that led to this phenomenon: instructional and psychological reasons. To test these hypotheses, the researcher used three tools: two questionnaires with students and an interview with their teachers.

I.4.5. Data Gathering Tools

Two questionnaires with students and an interview with their teachers were used as research tools in this study. The two questionnaires were administered to 50 third year LMD students learning English for Specific Purposes at the department of Political Sciences at Chlef University. The interview was conducted with the four teachers who teach the whole ten groups/classes of third year LMD students at the department of Political Sciences.

Students' Quetionnaire1: The aim from the first questionnaire was to know the level of CA among third year LMD students.

Students' Questionnaire2: The aim from the second questionnaire was to know some of the main factors that lead to students' apprehension in the ESP classroom.

Teachers' interview: The aim from this interview was to deal with the phenomenon (students' speaking anxiety) from a different point of view (that of the students) which enables the researcher to have reliable research results and thus suggest suitable and practical solutions to ameliorate students' speaking skills.

I.4.6.Rational behind Using Questionnaire and Interview as Research Tools

A) Questionnaire

Beginners are more commonly tempted by this tool, because they imagine that planning and using a questionnaire is easier than the use of other tools. It is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information.

Critics speak of it as the lazy man's way of gaining information, because it is comparatively easy to plan and administer a questionnaire.

B) Interview

The rationale behind the use of interview as a data collection tool was that it can provide access to things that cannot be directly observed, such as feelings, thoughts, intentions, or beliefs (Ohata, 2005). It also provides participants with opportunities to select, reconstruct, and reflect upon details of their experience within the specific context of their lives (2005).

I.4.7. Questionnaires' Design:

-Students' Questionnaire 1:

To answer the first research question concerning the level of CA among the third year LMD students, the researcher used a modified version of *Horwitz,Horwitz, and Cope's* (1986) Foreign Language Classroom Anxiety Scale (FLCAS). The original questionnaire consists of 33 statements dealing with Communication Apprehension, Test Anxiety, Fear of Negative Evaluation and other feelings of anxiety. The researcher selected only 18 items which deal with Communication Apprehension (Appendix *A*), and the respondents were asked to rate each statement according to a 5-point scale ranging from "strongly agree" (5 points) to "strongly disagree" (1 point). Each anxiety score was gained by summing the ratings of the eighteen items. The theoretical range of this scale was from 18 to 90. The higher the total points were, the more communicatively apprehensive the student was.

-Students' Questionnaire 2:

This tool was used to answer the second research question.i.e. to investigate the factors that lead to the students' communication apprehension in the ESP classroom (the second research question).

This questionnaire contained 39 items (Appendix *B*) and a 5-point scale ranging from "strongly agree" (5 points) to "strongly disagree" (1 point).It was divided into the following two sections:

1. Items (1-20) showed the instructional factors that lead to CA in the ESP classroom.
2. Items (21-39) showed the psychological factors that lead to CA in the ESP classroom.

The questionnaires A and B were translated into Arabic (Appendices 5& 6) to ensure students' comprehension and reply.

1.5. Conclusion

Almost no faculty in any Algerian university is free from an English department because English is both a language that enjoys a great instrumentality nowadays and it is a window on the other cultures and civilizations. Yet, ESP remains the weakest point in the chain.

It would be thus interesting to think of improving the situation in this field in Algeria. This improvement could be carried out by offering a real training to the EFL teachers in the specialised fields they are asked to teach and by introducing the use of ICT (Information Communication Technology) in all our Algerian universities and train those teachers to be able to use these audiovisual and multimedia means to facilitate the transfer of knowledge to students.

The shortages noticed in the English teaching-learning process are due to the contradiction that exists between theory and practice. Many problems appear to the surface and need to be analyzed and solved if Algerian decision-makers really seek success and joining the train.

Chapter Two

2.1. Introduction

This chapter is aimed at reviewing the literature related to our research. It will be divided into two main sections: The first section will deal with ESP, its definition, its origins, its branches, the main differences between ESP and EGP, and ESP/EAP and

the communicative use of English. The second section will deal with Communication Apprehension, its definition, its types and its learning effects.

2.2. Section 1: English for Specific Purposes (ESP)

2.2.1. Definition of ESP

Some specialists describe ESP as simply being the teaching of English for any purpose that could be specified. Others, however; were more precise, describing it as the teaching of English for vocational or professional purposes (Laurence Anthony, 1999). English for Specific Purposes (ESP) is known as a learner-centred approach to teaching English. An ESP course is designed to meet the needs of learners for use in their specific areas of study or work such as medicine, science, technology, etc. Hence is the importance and necessity for needs analysis in an ESP context. Language needs analysis is prerequisite for designing a language course in the ESP setting. Munby (1978:2) stresses the importance of needs analysis of learners to design ESP courses.

Munby (1978) states that, *"ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners."* According to Robinson (1991) ESP is as an enterprise, which involves education, training and practice, and drawing upon three major reams of knowledge: language, pedagogy and the students' specialist.

Dudley-Evans and ST John (1998) gave an extended definition of ESP in terms of "absolute" and "variable" characteristics:

Absolute characteristics:

1) ESP is defined to meet specific needs of the learners.

2) ESP makes use of underlying methodology and activities of the discipline it serves.

3) ESP is centred on the language appropriate to these activities in terms of grammar,

lexis, register, study skills, discourse and genre.

Variable Characteristics:

1) ESP may be related to or designed for specific disciplines.

2) ESP may use, in specific teaching situations, a different methodology from that of General English (for example an EAP course which only teaches writing or a business course which only teaches presentation).

3) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

4) ESP is generally designed for intermediate or advanced students.

5) Most ESP courses assume some basic knowledge of the language systems.

The definition that Dudley-Evans and ST John (1998) offer is clearly influenced by that of Stevens (1988) but they have included more variable characteristics. Their division of ESP into absolute and variable characteristics in particular, is very helpful in resolving arguments about what is and is not ESP.

As for a broader definition of ESP, Hutchinson and Waters (1987) theorize, " *ESP is an approach to language teaching in which all decisions as to content and method are based on the learners' reason for learning.* " What they mean is that ESP does not involve a particular kind of language, teaching material or methodology.

2.2.1.1. Origins of ESP

Hutchinson and Waters (1987) gave three reasons for the emergence of ESP: the demand of a "brave new world", a revolution in linguistics and a new focus on the learner.

The first reason was the effects of the two key historical periods which breathed life into ESP: the end of the Second World War and the Oil Crisis of the early 1970s.

First, the end of the Second World War brought with it an:

*"…age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale for various reasons; most notably the economic power of the United States in the post-war world, the role [of international language] fell into English."*Hutchinson and Waters (1987)

Second, the Oil Crisis of the early 1970s resulted in Western money and knowledge flowing into the oil-rich countries. The language of this knowledge became English. The general effect of all this development was to exert pressure on the language teaching profession to deliver the required goods.

The second key reason cited as having a tremendous impact on the emergence of ESP was revolution in linguistics. Whereas traditional linguists set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) point out that one significant discovery was in the ways that spoken and written English vary. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s, there were many attempts to describe English for Science and Technology (EST).Hutchinson and Waters (1987) identified Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive ESP pioneers.

The final reason Hutchinson and Waters (1987) cite as having influenced the emergence of ESP is much more related to psychology than to linguistics. Instead of simply focussing on the method of language delivery, more attention was given to the ways in which learners acquire language and the differences in the ways language is acquired. Learners were seen to employ different learning strategies, use different skills, and be motivated by different needs and interests. Today, the catchword in EFL circles is learner-centred or learning centred approach.

2.2.1.2. ESP Branches

ESP has traditionally been divided into two main branches such as: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Dudley-Evans and ST.John,1998;Hutchinson and Waters,1978;Robinson1991).

Dudley-Evans and ST. John (1998) devise a tree diagram for ESP, which divides EAP and EOP according to discipline or professional area; as it is illustrated in figure 1 below*:*

English for Specific Purposes

English for Academic Purposes / English for Occupational purposes

English for (academic) Science and Technology

English for (academic) Medical Purposes

English for (academic) Legal Purposes

English for Management, Finance and Economics

English for Professional Purposes

English for Vocational Purposes

English for Medical purposes

English for Business Purposes

Pre-Vocational English

Vocational Purposes

Figure 1:   ESP classified by professional area by Dudley-Evans and ST. John (1998) .

2.2.2. ESP vs. EGP

"*What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need*".   Hutchinson and Waters (1987)

 What Hutchinson and Waters want to confirm in the statement above is that in an ESP situation, the awareness of learner needs is of great importance and it is much higher than in EGP.

        What differs ESP from general English is the fact that it is based on a close analysis of the learners' communicative needs for a specific occupation or academic activity, as well as a detailed analysis of the language of that occupation or activity (Strevens, 1980). Unlike in general English courses, in an ESP course, English is taught "*not as an end in itself but as an essential means to a clearly definable goal*" (Mackay and Mountford , 1987), and it is taught "*for a clearly utilitarian purpose of which there is not doubt*" (Mackay, quoted in Robinson, 1980). The learners and their purposes for

learning English are the major differences between ESP and EGP. ESP learners are highly motivated because their needs are catered for. On the other hand, EGP helps students to cope with any course and it gives them the ability to generate more language. EGP learners, if taught well, can use English to cope with the language in any undefined tasks.

ESP learners are normally trained to perform some particular, job-related functions; they learn the language in order to execute a set of professional skills. Another important difference is that, EGP objectives are not listed on the basis of Needs Analysis. Whereas learners' motivation is fairly high in ESP, it is low in EGP. One more disadvantage of EGP courses is that the teachers are not accountable; therefore their commitment to teaching is, in most cases, not ideal.

EGP	ESP
1. Part of general education	1. Part of specialization
2. Aims at general capacity	2. Aims at restricted competence
3. Materials based on general texts ('broad angle')	3. Texts/materials/restricted to subject specialization('narrow angle')
4. Large heterogeneous group	4. Small homogeneous group
5. Expensive	5. Cost effective / value for money
6. Teacher accountability low	6. Teachers and institutions accountable
7. Education orientation-output does not usually equal input. (Humanist/HRD " model)	7. Training orientation – training fails if "output" behaviour does not equal input" instruction (Technical model)

8. Results not predictable	8. Aims at 100% success rate
9. Long-term investment (deferred purpose)	9. Immediate return on training investment
10. Specification of objectives: what the learner has to do in order to learn	10. Specification of aims/goals: what the learner has to do with language once he has learned it.

Table 1: Comparison between GE and ESP

2.2.3. English for Academic Purposes (EAP)

English for Academic Purposes (EAP) involves teaching students to use language appropriately for study. It is a branch of ESP which has expanded together with the growing number of international students undertaking studies in English. As EAP has the broad aim of helping learners to study or research in English, it covers a wide range of academic communicative practice including:

-Pre-university, undergraduate and postgraduate teaching (from materials design to

lectures and classroom activities.)

-Classroom interactions (tutorials, feedback, seminars, proposals….)

-Students writing (assignment, exams, dissertations……etc.)

EAP is an educational approach and a set of beliefs that is often contrasted with general English .The starting point for EAP is the learner and their situation rather than the language; Secondly, many EAP courses focus more on reading and writing, whereas many general English language courses concentrate on speaking and listening; EAP courses tend to teach formal, academic genres rather than the conversational and social genres taught on general English courses.

Gillett and Wray (2006) define EAP as a practical branch of ELT in which "*the role of the EAP lecturer is to find out what the students need, what they have to do in their academic courses, and help them to do this better in the time available.*"

Needs analysis is the starting point of EAP course design and teaching. On the basis of this the EAP lecturer or course designer can specify course objectives, which lead to an assessment of the resources available and the use of the appropriate syllabus and methodology. Implementation of the syllabus then leads to an evaluation of the course in terms of its effectiveness.

2.2.4. Speaking English for Academic Purposes

According to Jordan (1997) Speaking for Academic Purposes is used to describe spoken language in various academic settings. Speaking for academic purposes refers to participation in tutorials and seminars, asking questions in lectures, oral presentations, verbalizing data and giving oral instructions in seminars and laboratories and social interaction with other students (Jordan, 1997; Robinson, 1991).

Jordan (1997) lists some important speaking skills in oral presentation such as organising information into coherent structure, using 'signals' to facilitate task of listeners, speaking from notes and achieving greater phonological, grammatical and lexical accuracy. Ostler (1980) lists some specific oral/aural tasks in descending order of importance: asking questions, discussing issues, giving talks, participating in panel discussions and receiving interviews.

Robinson (1991) states that speaking in EAP is a relatively neglected area. She notes that in needs analysis it emerges, as the least needed skills. But, others oppose it. For example, Ostler (1980: 501) states, *"the ESL university students' needs for improved academic speaking abilities are considered more important than other skills"*. Ostler (1980) further suggests that graduate ESL/ESP classes might need to include one aspect on preparing and giving talks and another on preparing for participation in panel discussions. Ferris and Tagg's (1996) investigation demonstrates that the academic speaking needs of EAP learners have significantly increased in recent years.

The important aspects of oral presentation as viewed by Jordan (1997: 201) are as the following:

1. General introduction, 2, Statement of intention, 3. Information in detail, 4. Conclusion and 5. Participation and invitation in discussion. According to Jordan (1997), there are some aspects of seminar presentation and participation skills:

Seminar Skills

Presentation (As main speaker)   **Participation** (audience)

- Sequencing   - Indicating non-comprehension

- Signposting   - Asking for clarification

- Delivery (speed/clarity)   - Questioning

- Visual aids   - Disagreeing

- Body language

- Concluding
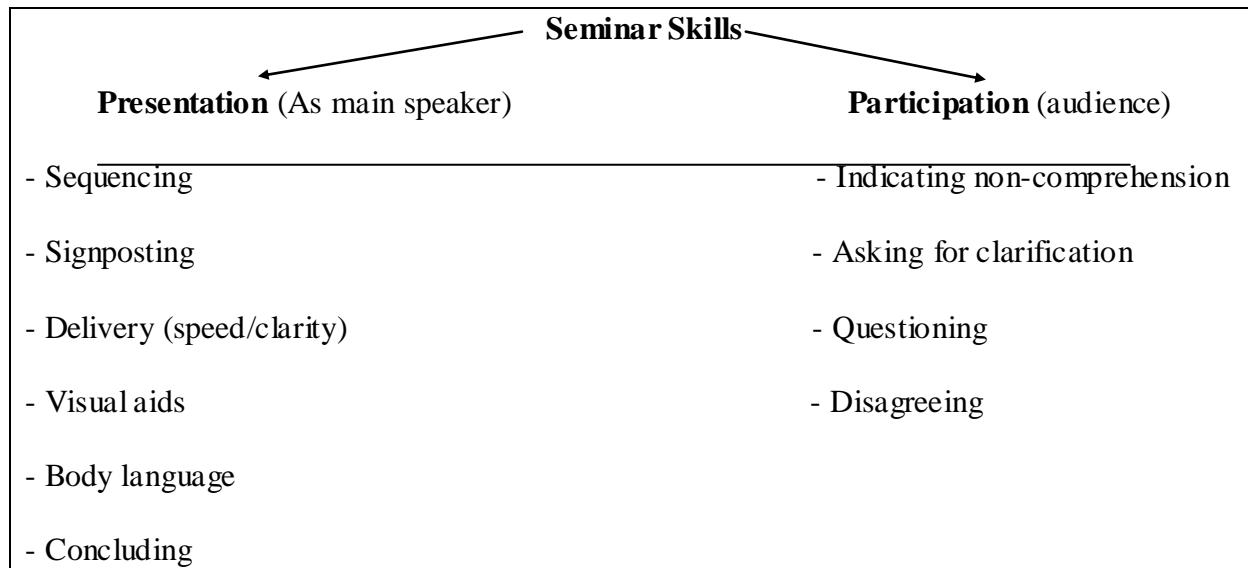
Figure 2: Some aspects of seminar presentation and participation skills proposed by Jordan (1997)

It is obvious that seminar skills are important for speaking for academic purposes. Jordan further (1997: 202) focuses on structuring and signalling of presentation:

1. Introduction

    1.1 Content: what the presenter will do

    1.2 Procedure: how the presenter will do it

2. Body

    2.1 List of points

    2.2 Focus each point

3. Conclusion

    3.1 Summary

2.2.5. Expectations from ESP teachers

Generally speaking, a successful ESP teacher must have some important qualities such as:

A willingness and ability to learn ,a thoughtful and intelligent way of looking at the world, having some knowledge of the academic world, the ability to work well in a team, the ability to listen to and motivate his/her students, highly developed critical thinking and the ability to convey this to his/her students. In addition, language teachers have such responsibility as to keep context and comprehensibility foremost in their instruction to select and adapt authentic materials for use in class, to provide scaffolding for students' linguistic content learning, and to create learner-centred classrooms (Stryker & Leaver, 1993). For these reasons, teaching English for Academic Purposes require additional skills when compared with general English teaching.

Besides having language fluency, ESP teachers are supposed to be knowledgeable in content areas as well as in language forms and be able to elicit knowledge from students. However, language teachers are trained to teach linguistic knowledge rather than a content subject. Hence, they may be insufficiently grounded to teach subject matters (Richards & Rodgers, 2001). ESP teachers are therefore the least lucky ones of this profession; they are generally much less informed about the content of what they are expected to teach than even their students, who have been studying their subjects all through their school years. It seems as if they are forced to teach what they are unfamiliar with. As they do not know the content knowledge of the field their students are studying they are not competent in the language in which this content has been encoded, either. In short, they are also novice learners of academic English.

Regardless of the approach or aim, ESP teaching presents a clear challenge to ESP instructors as they lack specific background knowledge of their learners' specialist academic disciplines. This situation stems from the traditional emphasis on the training of prospective EFL teachers which focuses on language and study skills but this cannot be regarded as adequate (Bell, 1996). It seems therefore necessary for EAP practitioners to possess a certain level of background knowledge in their students' academic subjects of ESP teaching in order to meet this challenge.

ESP practitioner should have several roles which require both content and formal schema knowledge in a particular field of science because a language teaching programme, according to Bell (1981), consists of three stages; input, process and output. The first stage includes determination of student needs, material preparation and designing of syllabus. The second stage is the implementation of the programme and last stage is the assessment of the students' performance and reorganizing the programme for the following year. For this reason, the ESP teacher needs to be a course designer and material provider for the first stage. Due to the variation and continuous changes in scientific world it is rarely possible to use a particular textbook without the need for supplementary material and sometimes no really suitable published material exist to meet student needs. Therefore, ESP practitioners often have to provide the material for the course. Secondly, the ESP teacher should be a facilitator to function well in the process stage; in learner-centred, task-based, interactive learning contexts, language learning becomes a collaborative effort where the teacher's role is that of an advisor and facilitator of student's communicative attempts (Dudley-Evans & Jo St John, 1998). Lastly, the ESP teacher is expected to be an evaluator in the output stage of the program because the ESP practitioner is often involved in various types of evaluation, testing of students, evaluation of courses and teaching materials to assess whether the learners have been able to make use of what they learned and to find out what they need to be taught.

Evaluation through discussion and on-going needs analysis can be used to adapt the syllabus. (Bojovic, 2006)

2.2.6. EAP and Communicative Use of Language

2.2.6.1. Communicative Language Teaching (CLT)

CLT takes into consideration both the functional and the structural aspects of the language combining them into a more complete communicative view. It is not sufficient to consider the manner in which language is used as a means of communication; the structural aspect needs to be focussed on as well as. For example, "why don't you close the door?". This sentence may function in some circumstances as:

A) A question from a functional view point; the speaker may wish to know why his companion never closes a certain door.

B) Command: a teacher addresses it to a pupil who has left the classroom door open.

 C) Plea

D) Suggestion

E) Complaint.

However, from a structural point of view, "Why don't you close the door?" has the negative-interrogative form which can serve as a pattern to build a number of sentences of this kind to master this structure.

Thus, foreign language learners need to have opportunities to develop the three skills involved in understanding the meaning that the speaker intends to convey:

A)   The ability to understand structures and vocabulary;

B)   The knowledge of the communicative function of the linguistic forms, and

C)   The ability to link the linguistic forms to non-linguistic knowledge. This can be done only by making them use their knowledge in which the focus is on making them use their knowledge to communicate meaning as efficiently and appropriately as possible. Nevertheless, this may involve neglecting grammatical accuracy in favour of the communicative effectiveness. But, this aspect could be remedied by the teacher with his remarks and corrections.

According the Communicative Language Teaching (CLT), to make learners communicative, the teacher should select communicative activities such as: role plays, conversations, songs, games…etc. In the communicative approach, the learner uses the linguistic forms he has learnt to communicate meanings for specific purposes: discovering location by using a plan of a house, for instance. Among the purposes that can be achieved by communicative activities is strong motivation towards learning since most learners' conception of language is as a means of communication rather

than as a structural system. These activities can also create a context which supports learning. Under the CLT, the communicative activities can be achieved by creating a situation where the learner or group possesses information which another learner (or group) must discover. In addition to this, the act of identifying pictures could be used as a base to achieve the above mentioned activity, for example:

- Learner A has a number of pictures which are all similar in content but contain a number of features which are different from each other.

- Learner B has a duplicate copy of only one of these pictures, which he has selected from a complete duplicate set.

- Learner A must discover which of the pictures learner B is holding by asking questions about it.

-To distinguish the pictures, learners would need to ask questions with "What colour…?" "How many…?" and "Where….?" etc.

Under the CLT, There are other communicative activities where the classroom can be used as a social context, since learners must be prepared for varied social context in which they will need to perform outside the classroom. Among these activities there are two that seem to be effective: conversation (or discussion sessions) and role playing. Conversation gives a rich stimulus for communicative interaction; for example, the varied experiences, interests and opinions of the learners can be complemented by written or visual materials which add more aspects of the outside world to the classroom and provide a context for a wide range of communicative functions and domains of meanings. In role playing, students play roles whose situations and actors are described to them by the teacher or in books designed for such kind of activities. In sum, in these different types of communicative activities, the learners struggle to communicate, which is an efficient way to grasp the different aspects of communication dealt within the classroom as described above.

2.2.6.2. Communicative Use OF English

In dealing with EAP courses, one has to take into consideration their practicality, because in every such course, the outcomes of the class are important. (Dudley Evans 2001). And if we believe that we learn the language to communicate, we have to improve the communicativeness of the course. In EAP communicative approach course usage is emphasized rather than rules.

The most recent trend discussed by scholars is the communicative approach, which points out the fact that knowledge of the language is not the same thing as ability to use the language. This method is particularly recommended in the teaching of ESP as well as EAP. The question appears to be whether EAP students will learn more effectively if a communicative method as opposed to what are non-communicative methods is used. According to Widdowson (1978), the ability to compose sentences does not guarantee communication. In fact, what makes communication possible is the knowledge of how sentences should be used as a means of communication which should supplement the former task. Theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate. And for a long time there has been a growing interest in developing the communicative competence which consists of the ability to handle both structures and functions of the language. Within this framework a class session is organized in such a way that from the beginning the students will be urged to use the language to communicate.

The literature on the communicative approach underlies certain features by which one can identify what is communicative or non-communicative. The literature on EAP puts the emphasis on employing a communicative teaching methodology, and on the teaching of English For specific communicative needs.

2.2.6.3. Communicative Use OF English in Academic Settings

In fact, what is needed in an EAP course is a shift of the focus of attention from the grammatical to the communicative properties of the language. We take the view that the difficulties which the students encounter arise not so much from defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further

practice in the composition of sentences, but only by one which develops how sentences are used in the performance of the different communicative acts. The reason lies in the fact that the basic need of EAP students is that using the medium of English, they should successfully perform a task and if students are equipped with the how to use the language in authentic contexts, we can trust that they have acquired communicative competencies that are required for high quality functioning in a professional environment.

2.2.7. ESP and The Communicative Approach

The communicative approach and ESP can be linked up in the classroom in order to make the course more effective and purposeful. To make an ESP class more communicative and more vivid, the ESP teacher should make students talk about topics related to their field of studies. For example, if the students are specialized in Political Studies the teacher can divide the class into small groups and guide each group into discussion of one of the topics by asking students to argue their point of view which is different from other views. Pictures, charts, graphs and drawings can also be used to stimulate students' oral participation. Through these activities the learners will develop ability in oral communication in their field of studies because besides developing their reading skills, they must know how to communicate with a native speaker in their field of studies. In addition, they are also supposed to understand a lecture given by a visiting teacher. One can observe that the difficulties that ESP students meet do not come from a lack of the knowledge of the system of English but from unfamiliarity with English use. Therefore, their needs can also be satisfied through the use of a course which provides, not only practice in the composition of sentences, but also which enables them to understand and use sentences used to perform different communicative acts.

2.3: Section 2: Communication Apprehension

2.3.1. Communicative Apprehension Research

"The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language…. Many researchers have pointed out that the skill producing most anxiety is speaking (MacIntyre and Gardner

1991).... This anxiety comes in part from a lack of confidence in our general linguistic knowledge but if only this factor were involved, all skills would be affected equally. What distinguishes speaking is the public nature of the skill, the embarrassment suffered from exposing our language imperfections in front of others". (Arnold, 2000)

Communication Apprehension (CA) has been defined as an, "individual *level of fear or anxiety associated with real or anticipated communication with another person or persons."* (McCroskey, 1977). A simple definition of CA is anxiety or fear of communicating in different situations. Communication apprehension can be divided into oral communication apprehension and written apprehension. The term is also used specifically to refer to oral communication as measured by McCroskey's (1986) Personal Report of Communication Apprehension (PRCA). Communication apprehension research began with defining the *construct* McCroskey (1970), its *components* (McCroskey, 1977, 1982) and the *causes* (Daly& Buss, 1984). In early study, Kelly (1982) compared the terms Reticence (a habitual inclination not to speak).Shyness (being non-assertive in front of others), Willingness to communicate (one's inclination towards speaking), and Communication Apprehension and found that the concepts are not mutually exclusive, rather they overlap quite a bit to the extent that treatment for a communication problem must be individualized for each person based on their combination and levels of each construct. Work (1982) examined the literature up to 1982 surrounding CA and categorized articles into three areas: general CA studies, CA in school population, and CA in college and adult populations.

According to Berger, McCroskey and Paldwin (1984), Communication Apprehension is *"the way a person feels about communication, not how they communicate."* They also stress that the fear of anxiety could be due to any of the following reasons: lack of proficiency in the target language, lack of practice, insecurity or any pr-programmed pattern. James McCroskey and Virginia Richmond (1995) report that nearly 95% of Americans surveyed said that they have some degree of anxiety about communicating in some situations.

According to Laurilla (2007) communication apprehension has attracted a lot of research especially about students' behaviour in the classroom and ever-increasing

body of research has accumulated indicating that there is a pervasive relationship between this communication variable and various aspects of the academic experience. P'Ragan A and Shetty (2008) indicate that even those who have high level of proficiency in a language can experience CA. Research by Witt & Behnke (2006) elucidate that one's level of communication apprehension does have a profound impact on their oral communication, social skills and self-esteem. Earlier studies done by Powers & Smythe (1980) affirm that CA levels have a significant effect on students' examination grades. Thus, we can't deny the fact that communication apprehension is a phenomenon that needs to be further investigated and more so in the context of Political Sciences' students who might be involved in situations where various cognitive and cultural elements work together.

2.3.2. Types of Communication Apprehension

An article by McCroskey, Richmond, and Davis (1986) stated that there are four types of CA: Trait-like CA; Context-Based CA; Audience-Based CA; and Situational CA. These types can be described in different ways but they overlap to a certain degree.

1. The first type of CA is Trait-like CA which is the tendency of a person to be nervous or feel tension regardless of the particular circumstances (McCroskey, Richmond, and Davis, 1986). A person's traits are very unlikely to change over time, and therefore, they would experience the same type of CA over a long period of time. There are three varieties of trait like CA that have been tested throughout the literature, CA involving oral communication, CA involving writing, and CA involving singing.

2. The next type is Context-Based CA. This is defined as,

"a relatively enduring, personality-type orientation toward communication in a given type of context."(Mc Croskey, Richmond and davis,1982) on the continuum, context-based CA is one step removed from a pure form of trait like. This type assumes that an individual can have a high level of CA, for example, when delivering a public speech, but have little or no apprehension in another situation involving communication, such as group meetings.

Context-based CA can also be divided into four levels. These levels include, *"public speaking, dyadic situations (e.g. job interviews, small group discussions, and meetings or classes"* (MC Croskey,Richmond and Davis,1982). As with trait like CA, it is expected that an individual's results will remain virtually unchanged over an extend period of time if no treatment is administered.

3. The third type is Audience-Based CA. It is defined as, *" a relatively enduring orientation toward communication with a given person or group of people"* (MC Croskey, Richmond and Davis,1982). This type of apprehension is not brought on by an individual's personality but instead, by the situation in which an individual finds him or herself. Although this type of CA is also viewed as enduring, it can change if the behaviour of the person or group changes.

4. The last type of CA is Situational CA. This is the most state-like type of CA, it is defined as*, "a transitory orientation toward communication with a given person or group of people."* (MC Croskey, Richmond & Davis, 1982). It represents a type of apprehension or anxiety that is felt only once in a particular situation, for example, when a person wants to pass a given test or when a supervisor calls a student to his office and asks him to explain a specific behaviour.

By knowing what type of communication apprehension the students have, the researcher can better deal with each type.

2.3.3. Foreign Language Communication Apprehension Research

One of the first studies which classified FLCA as a separate field of CA was completed by Horwitz et al. (1986). In this study, Horwitz et al. (1986) defined three components or sources of FLCA which made it distinct from regular CA: Context – based CA, fear of negative social evaluation, and test anxiety.

The first of these components is general CA which is defined by McCroskey (1978) as *"…an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person or persons".* This type suggests that many students feel they have very little control of the foreign language situation and their

performance is being constantly monitored. Furthermore, students feel that they are asked to try to communicate in a language in which they have little or no proficiency.

The second component of FLCA is fear of negative social evaluation, which may be present when students worry about what others think of them (Horwits et al., 1986). It is also broader in the sense that it pertains not only to the speakers' evaluation of the students but to the perceived reaction of other students as well (Shamas, 2006:10). Fear of having other students laugh or even be aware of mistakes often produces large amounts of apprehension.

The third component of FLCA is test anxiety. Test anxiety is a result of the fear of evaluation, but this anxiety is more specifically focussed between the instructor and each specific student. It is explained by Horwitz et al,(1986) as, "*…refer to a type of performance anxiety stemming from a fear of failure.*" This anxiety usually stems from the students' fear of failure and the fear of finding out exactly what it is that they do not know. Many students claim to know the information but have difficulty retrieving it on a test, or the student makes preventable mistakes like spelling mistakes. This frustration, in turn, can lead to higher FLCA.

In another study, Young (1991) proposes that there are six components of FLCA. Some of these resemble Horwitz et al.'s (1986) three previously discussed components; others do not. Young (1991) believes FLCA components include: (1) personal and interpersonal anxieties,(2) language testing,(3) learner beliefs about language learning,(4) instructor beliefs about teaching,(5) instructor-learner interactions, and (6) classroom procedures.

In addition to Horwitz et al. (1986) and Young (1991) studies, other researchers have identified additional components of FLCA. A study by Nance (1992) lists a series of risk factors students face before they begin to speak in a foreign language, one of these factors is the size of the group, Nance hypothesizes that the smaller the group, the less anxiety a student will feel. Another source of anxiety is the amount of time a student has to respond to a question asked by the instructor. Nance hypothesizes that the more time a student has to respond, the less pressure he will feel, which could in turn; decrease the amount of communication apprehension by lowering the amount of

perceived negative social evaluation. If a teacher gives a student enough time to prepare an answer, the student might feel that the teacher is there to help and encourage, instead of being evaluated or judged.

2.3.4. The Learning Effects of FLCA on the Three Stages of Language Learning

It is a fact that communication in L2/FL requires second/foreign language learning (MacIntyre & Baker, 2003: 67). However, the complexities or difficulties involved in the process of learning a second/foreign language may also cause communication apprehension for EFL/ESL learners. From a linguistic perspective, *"students' anxiety about L2/FL learning is likely to be a consequence of their language learning difficulties."* (Sparks, Ganschow, & Javorsky, 2000: 251). Appropriate use of 'linguistic knowledge'- a part of the definition of 'speaking skills'- is required to create an oral message that will be meaningful for the intended audience. In their attempt to create and convey this oral message, an insufficient command of linguistic knowledge enhances the possibilities of making mistakes, which leads to negative evaluation and hence apprehension. In other words, *"in the consciousness of the learner, the negative evaluation of the learner may come from the linguistics mistakes he/she makes"* (Jones, 2004: 32).

Language anxiety or communication apprehension has been theorized to occur at all the three stages of language learning: **input, processing** and **output**. The description of these three stages with relation to anxiety will point out why L2/FL learners make mistakes and the reasons of linguistic difficulties L2/FL learners face in learning and using the target language. This can offer an insight to help understand apprehension experienced while communicating in the target language.

McCroskey (1997) states that high CA results negatively on a person's academic, political, social, and economic life. According to Tobias (1986), FLCA is interference which affects a student's **input**, **processing** and **output** when learning a foreign language:

1. Regarding **input**, FLCA acts as a filter. A student with high FLCA simply can not receive the information. Because language builds on previous information, missing any information will make learning the language more difficult. Most of the barriers to

receiving the input are usually in the form of attention deficits or lack of understanding of the information.

Input is the first stage of language learning. It activates 'Language Acquisition Device' (LAD) – an innate language-specific module in the brain (Chomsky cited in Lightbown & Spada, 2006: 38), which carries out the further process of language learning. Anxiety at the input stage (*input anxiety*) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language. Input anxiety is receiver's apprehension when receiving information from auditory and visual clues.

Krashen (1985: 3), considering input as a basic stage of language learning, asserted in his 'Input Hypothesis' that *"speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input"*. What causes incomprehensibility is learners' 'affective filter', i.e. apprehension or lack of confidence – and this prevents utilizing fully the comprehensible input. For successful language acquisition, a learner's affective filter needs to be lower, otherwise a tense, nervous or bored learner may 'filter out' input, making it unavailable for acquisition (Lightbown & Spada, 2006).

'Affective filter' at the input stage may reduce the effectiveness of input by restricting the anxious students' ability to pay full attention to what their instructors say and reduce their ability to represent input internally (Tobias, 1977: cited in Onwuegbuzie et al., 2000). Learners' with high level of *input anxiety* request their instructors to repeat sentences quite frequently compared to their low-anxious counterparts (MacIntyre & Gardner, 1994b: cited in 2000). Input anxiety is more likely to cause miscomprehension of the message sent by the interlocutors, which may lead to the loss of successful communication and an increased level of anxiety.

2. FLCA also affects student in the **processing stage**, where the information is rehearsed. In this stage, the emotions created by anxiety interfere with tasks. The more difficult the tasks are, relative to a student's ability, the greater effect the anxiety will have on a student's ability to concentrate and use stored information for example,

having to talk about a topic when one lacks the vocabulary or the practice using that vocabulary can cause anxiety.

Anxiety at the processing stage, called *processing anxiety*, refers to the "*apprehension students experience when performing cognitive operations on new information*" (Onwuegbuzie et al., 2000). Cognitivists like Segalowitz (2003: cited in Lightbown and Spada: 2006) working on the 'Information Processing Model' have tried to explore how these cognitive operations are performed in human brain and have explained the learners' inability to spontaneously use everything they know about a language at a given time.

These psychologists believe that learners have to process information and to 'pay attention' to produce any linguistic aspect by using cognitive sources. However, they suggest that there is a limit to how much information a learner can pay attention to or, in other words, there is a limit to the amount of focused mental activity a learner can engage in at one time (2006: 39). Speaking, particularly in the target language, requires more than one mental activity at one time like "*choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers*", etc. (2006: 39).

In order to perform these operations while communicating "*complex and non-spontaneous mental operations are required*" and failure to do so may "*lead to reticence, self- consciousness, fear, or even panic*" (Horwitz et al., 1986). Similarly, with respect to listening, Chen (2005) reported that students face difficulties in recognizing and matching the pronunciation of the spoken words due to the slow mental processing abilities of some students. "*The pronunciation is familiar to me but I forgot what the word is*", as one of his subjects said.

Where limited processing mental capacity may cause anxiety, conversely, anxiety may restrict this operational capacity of the mind, and both together may cause impaired performance or altered behaviour. Researchers have found a recursive or cyclical relationship among anxiety, cognition and behaviour (Leary, 1990; Levitt, 1980: cited in MacIntyre, 1995)

.Anxiety

Behaviour   **Cognition**
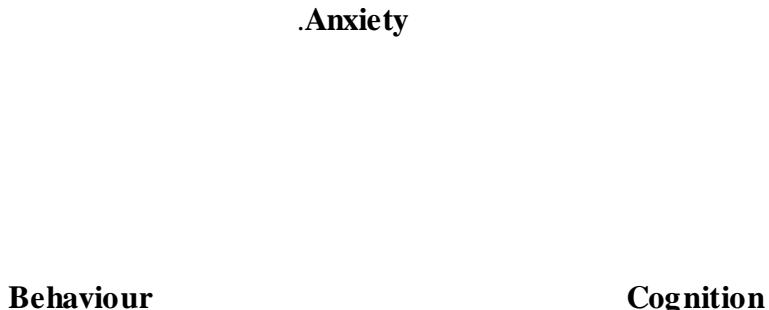
Figure 3: Recursive relations among anxiety, cognition and behaviour

Source: MacIntyre 1995, p. 93,

Figure 2 shows that anxiety, behaviour and cognition are mutually inter-related.

MacIntyre (1995) explains this relationship as follow:

For example, a demand to answer a question in a second language class may cause a student to become anxious; anxiety leads to worry and rumination. Cognition performance is diminished because of the divided attention and therefore performance suffers, leading to negative self-evaluations and more self deprecating *cognition which further impairs performance, and so on.* (p. 92)

The Cognitive Processing Model can also explain the difficulty learners feel in remembering and retrieving vocabulary items while communicating in the target language - another important source of language anxiety for the EFL/ESL learners. MacIntyre and Gardner (1991b, cited in MacIntyre, 1995: 93), found a significant negative correlation between language anxiety and ability to repeat a short string of numbers and to recall vocabulary items. This demonstrates that anxiety can limit the use of both short term and long term memory. According to Tobias (1977, cited in Onwuegbuzie et al., 2000),

"*processing anxiety can impede learning by reducing the efficiency with which memory processes are used to solve problems*".

3. Finally, FLCA affects the **output stage** of learning. This is most often in the form of text, but it also occurs during class discussion in the foreign language. In testing, whether oral or written, the student must recall all previous knowledge of the material and apply it to the new subjects being tested.

The interference of FLCA with all three stages of information processing is evident in daily activities involving listening and speaking. However, studies by Young (1990) and MacIntyre and Gardner (1994) show that speaking is the biggest problem for students.

Anxiety while communicating in the target language is more likely to appear at the *output* stage, which entirely depends upon the successful completion of the previous stages: *input, and processing*. Anxiety at the *output* stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material (Onwuegbuzie et al., 2000: 475). According to Tobias *output anxiety* involves interference, which is manifested after the completion of the processing stage but before its effective reproduction as output (1977: cited in 2000: 475). ManIntyre and Gardner asserted, *"High level of anxiety at this stage might hinder students' ability to speak… in the target language"* (1994b, cited in: 2000: 475).

All the three stages of anxiety have been found to be somewhat interdependent; each stage depends on the successful completion of the previous one, which may help defining language-learning process as follows:

Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students. Anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in a class, the anxious student is focused on answering the teacher's question and evaluating the social implications of the answer while giving it. (MacIntyre, 1995).

In short, *"acquisition of deviant linguistic forms"*, as Krashen (1985) believes or faulty *input* and *"slow and non-spontaneous mental processes"* (Horwitz,2001) can explain the difficulties involved in the process of L2/FL learning. This further demonstrates the sources/causes of anxiety experienced by the ESL/EFL learners at the *output* stage, particularly while speaking in the target language. The description of this process can suggest many implications for language teachers who demand quick answers or expect learners to speak fluently. Teachers' or learners' own expectations to speak fluently and the slow process in the mind result in apprehension and reticence in the learner.

2.3.5. Communication Apprehension Research in the ESP Settings

According to Munby (1978:2) ,*"ESP courses are determined in all essentials by the prior analysis of the communication needs of the learners."* However, most ESP courses have not been effective as students are not trained in listening and speaking and their final examinations assess only their reading and writing skills. On the other hand, teachers of English who teach ESP students are only EFL teachers who lack the necessary amount of information in the specialized field and sometimes have deficiencies in the language itself. There are, in fact, only couple of studies which investigated the level of CA among ESP students and even less which looked for the factors which lead to students' apprehension in the ESP classroom .These studies showed that there were high levels of CA among most students. For example, in their article Khan TM, et al (2009) showed that there were high rates of CA among first year pharmacy students. It is quite important to know weather teacher's responsibility is to teach English as a subject and prepare students for examinations or should teach it as a life skill and prepare them for academic purposes and/or to the work place.

2.4. Conclusion:

In EAP classes, it is often felt that the students do not attain what they are expected and usually this is gap may be due to the way the language is manipulated and taught in their classrooms. Students are indeed victims and participants in this dilemma. For this reason during this research an attempt was made to show the reasons why communicative use of language should be emphasized in academic contexts to cope with students' communication apprehension in the ESP settings.

Chapter Three

3.1. Introduction

This chapter presents the interpretation of results and conclusions. As mentioned earlier, the present study was undertaken to examine level of communication apprehension (CA) among Final-Year Political Sciences 'students studying English for Specific Purposes (ESP) at Chlef University, and also to investigate the main factors leading to their apprehension and silence in the ESP classroom. Bellow is the findings of the study with reference to research hypotheses and questions.

3.2. Description of the Research Tools:

To test the research hypotheses, the researcher has used three research tools:

Two questionnaires to 50 students and an interview with 04 teachers were used as research tools in this study.

-Students' Quetionnaire1: The aim from the first questionnaire was to know the level of CA among third year LMD students.

-Students' Questionnaire2: The aim from the second questionnaire was to know the main factors that lead to students' apprehension in the ESP classroom.

-Teachers' interview: The aim from this interview was to deal with the phenomenon (students' speaking anxiety) from a different point of view (that of the students) which enables the researcher to have reliable research results and thus suggest suitable and practical solutions to ameliorate students' speaking skills.

-Questionnaires Design:

-Students' Questionnaire N°1:

This is a modified version of *Horwitz,Horwitz, and Cope's* (1986) Foreign Language Classroom Anxiety Scale (FLCAS) with 18 items which deal with Communication Apprehension (Appendix *A*), and the respondents were asked to rate each statement according to a 5-point scale ranging from "strongly agree" (5 points) to "strongly disagree" (1 point). Each anxiety score was gained by summing the ratings of the eighteen items. The theoretical range of this scale was from 18 to 90. The higher the total points were, the more communicatively apprehensive the student was.

-Students' Questionnaire N°2:

This tool was used to answer the second question about the factors that lead to the students' communication apprehension in the ESP classroom (the second research question).

This questionnaire contained 39 items (Appendix *B*) and a 5-point scale ranging from "strongly agree" (5 points) to "strongly disagree" (1 point).It was divided into the following two sections:

Items (1-20) showed the instructional factors that lead to CA in the ESP classroom.

Items (21-39) showed the psychological factors that lead to CA in the ESP classroom.

3.3. How are the Results analysed?

a. The summaries of the results obtained from the statistical analysis are introduced and the main results of the three study questions will be highlighted. To analyse the first two findings, the researcher used the following ranks for analysis:

- (80 % and more) ⟶ Very high degree

- (70 % - 79, 9 %) ⟶ High

- (50 % -69, 9 %) ⟶ Moderate

- (35% - 49, 9 %) ⟶ Low

- Less than 35 % ⟶ Very low

b. The third research question is analysed by taking each individual item from the teachers' interview and try to have some answers and interpretations that might help the researcher to suggest solutions or strategies that can reduce students' CA.

3.4. First Question Results:

Q1: Does communication apprehension exist among third year Political Sciences' students?

Table (2) shows the scores, percentages and ranks of the students' responses for the level of CA.

N°	Item	N° in questionnaire	Scores	Percen-atages	Ranks
01	I get nervous and confused when I am speaking English in my language class.	14	246	98.4 %	Very High
02	I never feel quite sure of myself when I am speaking in English.	1	236	94.4 %	Very High
03	I tremble when I know that I'm going to be called on in language	3	229	91.6%	Very High

	class.				
04	I can feel my heart pounding when I'm going to be called on in language class.	12	225	90%	Very High
05	I am afraid that the other students in the class will laugh at me when I speak in English.	17	223	89.2%	Very High
06	I think that my classmates' English is better than mine.	16	220	88%	Very High
07	It frightens me when I don't understand what the teacher is saying in the English language.	4	214	85.6%	Very High
08	I start to panic when I have to speak without preparation in language class.	6	205	82 %	Very High
09	I get nervous when the English teacher asks questions which I haven't prepared in advance.	18	199	79.6 %	Very High
10	I get upset when I don't understand what the teacher is correcting.	9	195	78 %	High
11	I am afraid that my English teacher is ready to correct every mistake I make.	11	190	76 %	High
12	In language class, I can get so nervous I forget things I know.	7	182	72.8 %	High
13	It embarrasses me to volunteer answers in my English class.	8	170	68 %	Moderate
14	I feel very self-conscious about speaking English in front of the other students.	13	110	44%	Low
15	I don't worry about making mistakes in language class.	2	108	43.2 %	Low
16	I am usually at ease (comfortable) when speaking in my English class.	5	85	32.2%	Very Low
17	I feel confident when I speak in	10	73	29.2 %	Very Low

	English in my language class**.**				
18	When I'm in my English class, I feel very sure and relaxed.	15	70	28 %	Very Low
Level of Students' Communication Apprehension				**70.58%**	**High**

Table (2)

The findings of this study demonstrated that the level of CA among the final year Political Sciences' students was high with an average of 70.58 %. The study also reveals that their level of anxiety exists in 13 of the 18 questions, levels of apprehension were found in responses to questions: (1,3,4,6,7,8,9,11,12,14,16,17 and 18).

Concerning the situations that make students the most anxious about foreign language classroom are as follows:

First, students were afraid to speak in English. They endorsed statements (1, 3, 12, 14). For example, the result of responding to N° 14, *"I get nervous and confused when I am speaking English in my language class,"* is 98, 4%, and to N° 1 *"I never feel quite sure of myself when I am speaking in English,"* is 94.4 %, and to N° 3 *"I tremble when I know that I'm going to be called on in language class,"* is 91, 6%.Second, anxious students were afraid of being laughed at or criticized by their peers. They highly endorsed statement N° 31:*"I feel afraid that my classmates will laugh at me when I speak English,"*(89.2%). They also thought that they were less competent than their classmates. They highly endorsed statement N° 23,*"I think that my classmates' English is better than mine,"* (71.85%) .

Speaking without prior preparation also provokes speaking anxiety in students. Those students highly endorsed statements (8 and 9).The result of statement N° 8 *"I start to panic when I have to speak without preparation in language class,"* is 82 % and the result of statement N° 9, *"I get nervous when the English teacher asks questions which I haven't prepared in advance"* is 79.6 %. Fear of being too much corrected by the teacher is also considered by the students as a factor which provokes speaking anxiety in them (Item 11: *I am afraid that my English teacher is ready to correct every mistake I make.*) with a percentage of 76 %. Students' responses were either low or very low on

items (2, 5, 10, 13 and 15) because these statements suggest no speaking apprehension in the students. These results support the other statements which suggest the existence of speaking anxiety in the students.

By using the modified version of the FLCAS, we figured out that there is a high level of communication apprehension among third year Political Sciences' students studying English for Specific Purposes. The results showed that fear of speaking in English, fear of being less competent and speaking without prior preparation were three main constructs of students' apprehension. Fear of making mistakes and fear of being called on in the English class also lead to students' apprehension.

3.5. Second Question Results

Q2: What are the factors that lead to communication apprehension in the ESP classroom from the students' point of view?

To answer this question, the researcher used the Scores, Percentages and Ranks for each domain and the items within each domain.

3.5.1. Instructional Factors Domain Results

Table (3) shows the scores, percentages and ranks of the students' responses for items under instructional factors domain.

N°	Item	N° in questionnaire	Scores	Percen-atages	Ranks
1	We can benefit from the teacher who is specialised in the field (Political Sciences) more than an EFL teacher.	18	245	98 %	Very High
2	My teacher of English teaches us general English and not ESP.	11	243	97.2%	Very High
3	Lacking specialised vocabulary in the field hinders me from speaking freely in my English class.	10	238	95.2%	Very High
4	Speaking about general topics is easier than talking about a specialized field (E.g.: Politics).	14	232	92.8%	Very High
5	Our teacher of English gives much importance to	06	224	89.6%	Very High

	reading and writing than to speaking and listening.				
6	I make noticeable errors of grammar and word order when I speak English.	05	219	87.6%	Very High
7	The time of the English class is not suitable.	09	205	80.8%	Very High
8	One hour and a half of learning English per week is not enough.	08	195	78%	High
9	My teacher of English explains the activities and difficult expressions in Arabic.	03	190	76 %	High
10	I don't have the opportunity to speak English outside the classroom.	12	183	73.2%	High
11	My English vocabulary is limited.	07	178	71.2%	High
12	My teacher of English speaks English exclusively in the classroom.	17	177	70.8%	High
13	There are marks for classroom participation in English.	04	169	67.6%	Moderate
14	My teacher of English responds in a friendly way.	02	131	52.4%	Moderate
15	The English class is so over- crowded that the teacher can't pay equal attention to all students.	13	128	51.2%	Moderate
16	Learning English helps me in my academic study and in getting a job in the future.	01	116	46.4%	Low
17	The English teacher uses audio-visual aids to help us speak English.	19	113	45.2%	Low
18	My teacher of English corrects my errors in a bad way.	16	101	40.4%	Low
19	The English teacher varies his teaching techniques in teaching the communication skills.	20	91	36.4%	Low
20	There is an English text book for our speciality which contains a lot of communicative activities.	15	79	31.6%	Very Low
Instructional Factors Domain				**68.75%**	**Moderate**

Table (3)

The results show that the students' responses for the Instructional Factors Domain are *moderate* with a percentage of 68.75%. Students responses are *very high* on items

(5,6,9,10,11,14&8), *high* on items (3,7,12,17) and *moderate* on items (2,4,13). However, they are low on items (1, 15, 16&19) and *very low* on item (20).

The students ranked the items which are concerned with the teaching of ESP in their classroom at the first position. They highly endorsed statements (10, 11,14 &18).The result of statement 18, "*We can benefit from the teacher who is specialised in the field (Political Sciences) more than an EFL teacher,*" is 98%, the result of item 11, "*My teacher of English teaches us general English and not ESP,*" is 97.2%, the result of item 10, "*Lacking specialised vocabulary in the field of hinders me from speaking freely in my English class,*" is 95.2% and the result of item 14, "*Speaking about general topics is easier than talking about a specialized field (E.g.: Politics),*" is 92.8%. These results are very important in the sense that they shed light on the question of who is better qualified to teach ESP students. It is clearly noticeable that the students who participated in this study prefer to high extent to be taught by a specialist discipline teacher rather than being taught only by an EFL teacher.

The fact of making mistakes, time constraints, no English exposure outside the classroom, translation from English to Arabic or vice versa, focussing only on the writing and reading skills, and being tested only in the written form are all factors which contribute to students' CA .

Some items have negative responses which are significant in the study because they suggest the absence of speaking anxiety in the students. For example, the responses are very low in item (1). This indicates that students are not aware of the importance of the English language as an international language which will help them in their academic studies and in getting a job when they finish their studies. It can be deduced from students' answer that they think that French has more importance than English since it is the dominant language in the Algerian administration and universities.

In general, the responses tended to fall into the following categories:

A. The question of who should teach ESP students

The fact that who is qualified to teach ESP courses rises strongly in students' answers. All the students ranked strongly on item (18) "*We can benefit from the teacher who is*

specialised in the field (Political Sciences) more than an EFL teacher.)" Moreover, those students think that their teachers teach them general English and not ESP (item: 11).Discipline specialist teachers with an adequate mastery of English are preferred over EFL teachers who lack knowledge of the specialized field of study. It is known that the most important aim of ESP courses in general is to help the students understand the specialized texts of their textbooks. There are many terms, notions, and topics in these texts that should be taught by teachers of the same speciality and not by EFL teachers. In fact, in many cases ESP students find themselves more knowledgeable in their field of study than their EFL teachers because they are studying this field for many years and sometimes from their secondary education. Therefore, teachers of English, in order to facilitate their ESP classes, need to acquire some subject knowledge of their students' field of study (Politics for example).

However, discipline specialist teachers should emphasize on improving the students' linguistic skills such as speaking and listening and not only in filling their students' memory banks with scientific and technical vocabulary which they may find themselves unable to use in communicative situations.

This question of who should teach ESP students needs further studies and research to reach a real answer based on scientific findings and not only on interpretations and/or hypotheses.

B- The importance of the human factors which involve teacher-student relationships, and motivation. It is understood that if teachers' attitudes in the class are positive, their students react positively toward the teaching situation. For example, the teachers' friendly ways in the classroom (item2) and the fact that there are grades for classroom participation (item 4) makes students participate in the class. This indicates the effect of encouragement and friendly responses on students. However, students expect their teachers to use L1 (Arabic) to help them understand the lesson better and teachers often fall in this mistake in which they turn to translators of the English language to Arabic to facilitate the tasks for their students . This Grammar Translation Method is widely spread at the department of Political Sciences and in most Algerian Universities especially when dealing with ESP classes.

Students think that teachers do not give them the opportunity to speak English outside the classroom (Item: 12). Teachers should be aware of the students' needs and should motivate them and speak with them openly inside and outside the classroom. This idea is in accordance with Price (1991) who suggested that teachers could reduce students' anxiety by encouraging them to speak English in the classroom even if they make mistakes since the classroom is a place for learning and communication. Classroom interaction is very important. Therefore, classes should not be monotonous and too authoritative as they deprive students from classroom communication. Teachers' friendly methods often create a sympathetic atmosphere that lessens students' fear and tension.

C. The importance of an existing text book and time. The results show that there is no English textbook provided to the students either by the Ministry of Higher Education or by the teachers (item 15). This indicates that there is a need to provide textbooks and activities that enable students to practise oral skills. Most students responded that the time of the class also affected their participation since they tended to be less active during the afternoon classes (item 9). Other responses indicate that one hour and a half of learning English per week is not enough (item 8). Some activities need more time to be covered, therefore classroom activities are neglected. This result corresponds with Strevens (1978) and Izzo (1981) who stressed the importance of time in determining foreign language proficiency and achievement.

D. The importance of the situational (physical) factors. Despite the fact that the English class is not over crowded according to the students' point of view, only few students can participate in each session since time is limited. Working with 25 students for each class does not facilitate teachers- students' interaction as well as students-students' interaction. Besides, students responded negatively on item (19), which indicates that audio-visual aids in the class were not used.

Classroom activities in large classes are neglected since they are time-consuming and the teacher is under pressure to keep up with the curriculum. Overcrowded classes do not give the students equal opportunities to participate in EFL classroom activities. They should therefore include audio-visual aids to help students be motivated and speak English at ease with a limited amount of tension and stress. This result is in

accordance with Stevens (1989) who mentioned the importance of the computer in

N°	Item	N°in questionnaire	Scores	Perce-atages	Ranks

creating a non-threatening environment and facilitating language learning and communication.

3.5.2. Psychological Factors Domain Results:

Table (4) shows the Scores, Percentages and the Ranks of the students' responses for items under psychological factors domain.

1	An EFL teacher can't provide us with sufficient information about our field of study (compared with a specialized teacher	29	240	96 %	Very High
2	I prefer talking about general topics rather than a specialized field (Eg: politics).	39	237	94.8 %	Very High
3	My desire to speak English is more than my desire to write or read it.	36	228	91.2 %	Very High
4	I am a timid person by nature and I get nervous easily.	26	212	84.4%	Very High
5	I feel shy to speak English in front of my classmates.	22	210	84%	Very High
6	I am afraid of making errors when I speak in English.	25	205	82 %	Very High
7	In order not to participate in the English class, I like to sit at the back rows.	37	199	79.6 %	High
8	I feel afraid to talk in English with my teacher outside the classroom.	38	196	78.4%	High
9	The English teachers' gender doesn't affect my classroom participation.	33	187	74.8 %	High
10	Students' first interest from studying English is to pass the written exams.	31	183	73.2%	High
11	My friends make fun of me when I speak English.	30	179	71.6 %	High
12	I like talking with foreign people in English.	32	168	67.2 %	Moderate
13	I feel relaxed to speak English when I prepare.	28	164	65.2 %	Moderate
14	Teachers can't be objective when assessing oral tests.	21	156	62.4%	Moderate
15	I feel better to communicate in English with a female instructor.	35	122	48.8%	Low
16	I feel better to communicate in English with a male instructor.	34	118	47.2%	Low
17	I like speaking English in front of my classmates.	27	95	38%	Low
18	I feel shy to speak English in front of male students.	23	91	36.4 %	Low
19	I feel shy to speak English in front of female students.	24	49	19.6%	Very Low
Psychological Factors Domain				62.8%	Moderate

Table 4

The results show that the students' responses in the psychological factors domain are **moderate** with a percentage of (62.8%). It is clear that most of the responses are positive. They are very high on items (22, 25,26,29,36 and 39) and high on items (30, 31, 33, 37 and 38) and moderate on items (21, 28, and 32). However, the responses are *low* on items (23, 27,34 and 35) and *very low* on item (24).

It is obvious from the students' responses that teachers' gender is not considered as a variable that might contribute to students' Communication Apprehension (Items: 34,35). Being taught by a male or female teacher does not provoke speaking anxiety on the students as it is seen by the students. Those students gave low scores to items (23,24) which indicates that they do not differentiate between speaking in front of males or females. Communication apprehension or speaking anxiety for them is a phenomenon which happens to every body and in front of any person (male or female).

The responses tended to fall into the following categories:

A. Students' preference of a specialist discipline teacher over an EFL one:

This preference comes from a merely psychological point of view. Most students think that they can benefit from a specialist discipline teacher (who has an adequate level of English) more than an EFL teacher who lacks knowledge in the specialised field. They think that those EFL teachers can teach only General English (GE) and not ESP. This idea whether it is right or wrong, has psychological effects on students' perception and motivation towards the English lessons taught to them.

B. Fear of making mistakes: Most students are afraid of making mistakes in front of their peers and teachers (Item 25: 82%).This obvious source of tension that causes uncertainty comes from an individual's perception of his or her language ability. Students remain silent in order to avoid failure. This is due to their belief that they lack the ability and the skill to speak coherent English. This result is in agreement with Rivers (1981), and Burrill (1985) who found that students prefer to remain silent or speak in a subdued voice due to their consciousness of their limitation in the new language. The most important reason why students tend to be silent is the psychological pressure of making mistakes in the presence of their classmates and the second reason is their poor vocabulary.

C. Fear of negative evaluation in the classroom:

Students responded positively to item (13: *I feel relaxed to speak English when I prepare*). They are aware that their preparation prevents negative evaluation and this leads to relaxation. Lack of confidence occurs when students are not prepared.

The teacher must be patient with learners and pay special attention to shy or silent students. S/He should reduce students' anxiety. By bridging the gap with his/her students, the teacher will inspire confidence and relaxation in them. Teachers should encourage the students to speak openly inside and outside the classroom.

Fear of negative evaluation is not limited to test-taking situations; rather, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second language/foreign language class (Horwitz et al., 1986). It is also broader in the sense that it pertains not only to the teachers' evaluation of the students but also to the perceived reaction of other students as well.

D. Afraid of being laughed at or being criticized by others:

Due to inaccurate pronunciation or because they are timid in nature and shy to speak in front of male or female students; therefore they like to sit in the back row(Item: 37). The results of this study are in accordance with Price (1991) and Horwitz et al (1986) who agreed that among foreign language students, classroom participation and communication with people are the causes of CA because of the fear of ridicule etc. However, speaking a foreign language in front of their peers resulted in the most anxiety that interferes with their learning.

In general, the results of the psychological factors are in accordance with Krashen (1982) who stated that, "a *low effective filter corresponds to high motivation, self-confidence, and a lack of anxiety.*" Therefore, teachers should create a safe and friendly learning environment that contributes to a low filter.

3.6. Third Question Results:

Q3: What are the factors that lead to communication apprehension in the ESP classroom from the teachers' point of view?

General Information:

Q1 and Q2: Status and Qualification:

Full time	Part time	Licence	Magister	Doctorate
00	04	04	/	/

Table 5.1 **.**Status and Qualification

It is obvious that all the teachers are part time teachers who hold a licence degree. Those teachers can not be able to tackle the ESP field with confidence and motivation. It is not a secret that part time teachers in Algeria are poorly paid and get their salaries at the end of the year. They teach at the university because they do not get a job in a lycee or a middle school and some of them teach as extra hours because they already have a job as teachers of English in Algerian schools.

Q3: Did you have any previous ESP training courses?

Yes	00
No	04

Table5.2.Teachers' Previous ESP training

The four teachers we have interviewed said that they did not have any ESP training during their Licence curriculum. This confirms our claim that teaching English in the department of Political Sciences was not taken very seriously. Teachers of English are only holders of a licence degree and are not well equipped in terms of training to teach ESP to students and achieve the required results. This leads us to say that most future teaching problems could be easily related to the teachers' training which needs a total re-thinking.

Q4: English teaching experience:

Teachers	1	2	3	4
Years of teaching in middle/secondary school	00	00	01	02
Years of teaching at university	00	01	02	01
N° of years of experience	00	01	03	03

Table5.3. English teaching experience

This question goes with the previous questions in the sense that it aims at providing a much more detailed description about the teachers' experience since starting teaching. Clearly those teachers had no enough experience to teach ESP. Their teaching experiences range between 3 years (two years were taught in a secondary school) and no previous experience at all for one of the teachers. This gives the impression that every year most ESP teachers come at the beginning of the year and go without a return at the end of it for many reasons. The most possible one could be that they are just part time teachers who seek for recruitment and therefore if they find a job in a secondary school or middle one, they will not hesitate to take it. This is why, each year there are new English teachers at this department.

Q5: How many hours are allotted to teaching English in the department of Political Sciences?

This question seeks information about the amount of time allocated to the EFL course in the department of Political Sciences. All the respondents said that they have to teach only 1hour and a half per week. Teaching ESP for a short time and surely has bad consequences on students' interests and motivation. Consequently, it can be understood that the above situation means that the teacher-students contact is very limited and this must have an adverse effect on students' attitudes and interest as well. One of the possible explanations lies in the fact that, basically, the English language course is considered as an elementary subject by many students.

Q6: What is the average size of each ESP class?

This question seeks information about the average class in the department of Political Sciences. The aim from this question is to identify the effect of class size on the teaching-learning situation. The four teachers agreed on one answer which is about 25 students in each class. This result can be seen positively in the sense that it gives the impression that these classes are not so overcrowded, however; due to time constraints not so many students will engage in communicative activities or take part in classroom participation. Another important thing is that those students studied in classes around 40 to 50 students in their first and second years.

Q7: Do you use any published textbook?

Yes	04
No	00

Table5.4. Published textbooks

The above table shows that all the respondents said that they use kind of published textbooks when preparing their EFL courses. However, these text books are not specialized ones. Teachers often tend to select some type of activities which they see adequate to their students' needs. Most of the time, these activities range between grammar and vocabulary exercises. It can be easily understood from this discussion, that the neglected area here is the oral skill. Teachers are not encouraged to produce their own teaching material and in some cases they are unable to do so. Therefore, they use only published textbooks.

Q8: Do you have any special material designed for Political Sciences' students?

Yes	00
No	04

Table5.5.Material designed for students

This question overlaps with the previous one. The fact that the teachers do not have their own teaching material means that that thy do not employ any specific teaching materials designed for their Political Sciences' students. Being just part time teachers who are employed at the last moment to fill the position of a permanent teacher for one year or a couple of months often have a bad result on teachers' readiness and perception about the act of teaching in general. Besides, those teachers are poorly paid and even they are obliged to wait for many months to receive their salaries. The outcome of this is a teacher who wants to complete the programme at anyway by teaching whatever he/she thinks related to students' specialized discipline.

Q9: Was the training in oral communication that you received to become a university teacher sufficient?

Yes	No	Total
00	04	04

Table 5.6. Teachers' oral training

This question has a direct link with a crucial issue of our research which is teachers' training in general and in the speaking skills in particular and. There is no doubt that teachers' poor training on one of the basic skills as oral communication has a negative effect on their students too. This may explain teachers' emphasis on reading and grammar on their way of teaching and assessment.

B) Specific Course Information:

Q9: Rank the following English skills in terms of importance from (1:most) to (4: least):

Teachers	1	2	3	4	Final order
Reading	1	1	1	1	**1**
Writing	2	2	2	2	**2**
Listening	3	3	4	3	**3**
Speaking	4	4	3	4	**4**

Table5.7.Classification of skills

This questions aims at identifying the real interest for each skill given by the teachers when teaching ESP to their students. It is obvious that a little interest is really given to the speaking and listening skills as they were classified at the bottom of the list. The respondent teachers say that teaching their students grammar and specialized vocabulary is much more important than teaching the speaking skills which take a lot of time and have no immediate results. Furthermore, they claim that students themselves have no desire or readiness to study the oral skills at this level.

Q10: In which aspects of English do you think students are usually weak?

1	**General Vocabulary**	02
2	**Scientific and technical vocabulary**	04

3	**Reading Comprehension**	01
4	**4Grammar**	02
5	**Writing and composition**	02
6	**Speaking and conversation skills**	04
7	**Sentence structure**	01

Table5.8.Areas of students' weaknesses

This question aims at identifying students' weaknesses as seen by their teachers who work with them for the whole academic year. As it is shown on the table above that the teachers see that the most important weaknesses of their students are in the areas of speaking and conversation skills and that of technical and scientific vocabulary. The problem of lacking technical vocabulary is directly related to the oral skill because the students who lack sufficient amount of vocabulary can not engage in conversations or any communicative activities and this is why they remain silent and/or hesitate to speak.

Q11*: Choose and rank the 5 biggest handicaps to teaching oral communication in your lessons (1 being the biggest problem).

The aim from this question is to shed light on some of the most difficulties that teachers face when teaching the oral communication. The teachers were asked to choose among a given list the 5 biggest problems they see that they really face when teaching the speaking skill to their students. The interviewed teachers agreed upon the following:

1-High school entrance exams: By choosing this item and rank it as the biggest problem they want to attract our attention to the fact that they are not satisfied about the level of the majority of the pupils who enter university each year.

2. Time constraints in the lesson: Devoting only 1 hour and 30 minutes per week for the English class is really an obstacle that complicates teachers' job to reach good results.

3. Students' motivation: It is not an easy job to face passive students and turn them to good communicators.

4. Students' conversation ability: The majority of the students have very bad levels in the English language in general and even worse in the speaking skill.

5. Students' anxiety: The interviewed teachers say that their classes are not empty from some good students especially in the oral skills, but they face the problem of anxious students who prefer silence and being hidden than showing their real capacities.

Q12: The students require English in order to :(1: most) to (4: least):

1	Take part in oral discussions	00
2	Read text books in their field of study	04
3	Understand lectures in their field of study in English	04
4	To be able to write answers in written exams and tests	04

Table5.9.Rank of communicative activities

This question concerns the students' needs in terms of teaching activities, i.e. the ranking of the communicative skills from 1= most to 4= least important, as far as the students' needs are concerned, as determined by their teachers.

It is obvious that items (2, 3&4) were rated most highly. Therefore, reading text books, understanding lectures and writing answers for tests and exams are seen as a prerequisite and a priority by teachers.

Q13: How do you evaluate your students?

Written	Oral	Both	Total
04	00	00	04

Table5.10.Type of assessment

All the respondent teachers say that they assess their students only in a written form. But, they insist that they take into consideration their students' participation by giving grades for that. The marks which are devoted to participation are counted in students' final marks. In fact examination procedures in Algerian universities are generally the

same, a focus on written exams over oral ones and this may explain students' poor speaking skills not only in foreign languages but also in their mother tongue.

C: Students' Psychology and Language Anxiety:

Q14: How do you view the role of language anxiety for ESP learners in learning and particularly speaking English language?

All the participants agreed that the majority of their students have a certain level of language anxiety in general and a very high level of speaking anxiety in particular. Language anxiety hinders students' real capacities and turns them to passive learners who seek information just from their teachers and rarely when they engage in any communicative activities.

Q15: What kind of situations and language classroom activities have you found to be anxiety- provoking for the ESP students?

Among all the different activities and exercises that ESP teachers use in their classrooms, speaking was ranked as the first task which provokes anxiety among the learners. All the teachers say that when it comes to the oral tasks, they find themselves in a big problem because they face the fact that their students can not understand their messages. This leads to students' reticence or silence and to noise and disorder in other cases.

Other situations which cause anxiety among students are: fear of being laughed at or criticized, fear of making mistakes and fear of negative evaluation by teachers or classmates whenever asked to take part in classroom participation. Participation or giving oral presentations among their classmates make students very anxious as compared to any other activity, as it is determined by their teachers.

Q16: What do you think are the causes of students' anxiety while speaking English?

This question is directly linked to our research questions because it reflects the teachers' point of view concerning the factors that lead to students' communication apprehension and/or silence in the ESP classroom.

Surprisingly, the teachers' point of view comes in accordance with that of their students except in some of the details or interpretations. The teachers grouped these factors into instructional and psychological ones. They mentioned some of the causes of communication apprehension by referring to students' low level before entering university, poor training in the oral skills, students' psychology (unwillingness, perception, lack of interest…etc).When asked to mention other factors, all the respondents claim that the other possible factors such as the social cultural factors have no big effect on their students. They say that gender, social status or place of living have no deep impact on their students. They argue that these differences are now limited in the sense that most Algerians live almost the same social status, share the same place of living because even those who live in the country side are equipped now with the internet and watch the same TV channels. Gender was also seen as not having a real effect on students' anxiety and makes no big difference between males and females when it comes to the sources of communication apprehension.

Q17: What are the instructional factors that cause speaking anxiety for ESP learners?

The respondents grouped those instructional factors in number of points:

1. Lacking the minimal amount of general vocabulary/specialized vocabulary which enables them to speak simple English.

2. Students' poor training in the language skills especially the oral one before entering the university (the secondary school).

3. Making noticeable mistakes in grammar and word order when trying to speak.

4. Time constraints which lead to students' stress and anxiety when speaking English because the students are not given enough time to prepare for the answers.

5. Absence of the audiovisual aids and multimedia also impedes students' motivation and interest.

6. Students' perception about the importance of English in their daily life and for their future career. Many students do not care about their level of English because they see the dominance of French over English and even Arabic in the Algerian administration.

7. Lack of practice inside and outside the classroom. Although most students studied English for at least ten years, they did not have many choices to speak the English language in their daily life. Lack of practice provokes much anxiety in the students when speaking English in the class.

8. Lack of preparation: Preparation could enhance students' confidence in speaking English though it might not be able to get rid of apprehension.

Q18: What are the psychological factors that cause speaking anxiety for ESP learners? (Students' beliefs, motivation, confidence, expectations, etc.).

Feelings of tension and anxiety while speaking is a phenomenon which happens when talking a foreign language or even in one's mother tongue like Arabic for example. The respondent teachers agreed that feelings of being shy to speak English in front of their peers, fear of making mistakes in front of the teacher or the classmates, fear of being laughed at or criticized by peers often cause anxiety among the learners. The teachers say that they often try to provide friendly environment whereby students can talk without any fear or stress but most students often keep silent and do not utter a word.

On the other hand, they say that there are some students who are able to speak fluently but they need motivation and support by giving them grades for that or by praising their efforts whenever possible.

Q19: Which strategies did you use to successfully cope with your students' communication apprehension or speaking anxiety?

The interviewed teachers said that although there first aim from teaching ESP to their students was not reaching effective oral communication but they were aware of the big

importance of being capable of speaking English in their students' lives. They agreed that providing friendly learning environment, tolerance when making mistakes in grammar and pronunciation, selecting truly communicative activities, giving students opportunity to speak whenever possible, using Arabic and allowing students to use it in some cases are some of the strategies that they often practise either consciously or unconsciously. But they insist that they find real difficulties to cope with their students' CA and that they really need help and training to deal with apprehensive students.

Q20: Are there any other comments that might be helpful in assessing what oral skills you expect in general of your students, what specific difficulties ESP students encounter in classroom oral production and aural comprehension, and what ESP classes should do to better prepare them for subject-matter courses?

This question aims at giving the teachers the opportunity to talk freely without any guide or direction about their real problems when teaching ESP in general and the oral skill in particular. They say that the biggest problem is students' level before entering university which is becoming worse and worse. They suggest to have kind of preparation in the first year where teachers give basic lessons in grammar and phonetics to those students in order to better their level to be true students who seek for knowledge and who will be researchers in the near future. They also hope to change the amount of time allocated to each class per week and make it double (3 hours) to have a real contact between the teachers and their students. They further suggested to have a national textbook for each speciality like Political Sciences for example because they claim that they suffer a lot to have any sample written texts or exercises suitable to their students' field of study.

3.7. Conclusion:

The results obtained from this study show clearly that there is a high level of communication apprehension among third year political sciences students. The results also show that the factors which were behind students' apprehension were due to a combination of instructional and psychological factors. What is surprising in the results is that both teachers and students agreed upon the fact that the major reasons

behind students' CA can be grouped into two reasons: instructional and psychological factors even though they were different in the details and the interpretations. The next chapter will look at some possible ways and strategies to reduce students' CA and ameliorate their speaking abilities.

Chapter Four

4.1. Introduction

Based on the findings and previous literature, the researcher will propose number of suggestions and recommendations to reduce the students' communication apprehension which stands as an obstacle in their way of speaking English without fear or anxiety and to be good language communicators. Communication apprehension is really a challenge to all linguists and psychologists to find treatments or solutions to this phenomenon. CA is complex in nature and multifaceted one in direction which needs a lot of time and energy to be overcome. In this chapter, the researcher tries to suggest number of communication strategies that should be used by students to reduce their CA. And because reducing students' CA is only one step further towards making the students good language communicators, the researcher suggests some activities which are truly communicative. Consequently, it is only after reducing the students' speaking anxiety and providing them with truly communicative activities which motivate them and urge them to speak the language despite the mistakes they make, they will be able to speak English without fear and thus meet the communicative challenges both in the classroom and in the real world.

4.2. Why Communication Apprehension should be treated or reduced

We should emphasize that awareness of communication apprehension must be taken seriously by teachers and students in the meanwhile. Bearing in mind that changing one's CA level is very difficult, and for some, impossible should not stop us

from thinking about possible ways to reduce students' speaking anxiety .This may be achieved through workshops, meetings, and seminars which try to explain the different aspects of CA and explore the possible means and benefits of its treatment or reduction. This chapter presents a number of suggestions and recommendations that ESP teachers should follow to lessen their students' CA as well as improving their speaking abilities which are a prerequisite not only in their every day classes, but also for their future recruitment and success at work.

As Horwitz et al (1986) suggest, there are two basic options for the language teacher in dealing with Communication Apprehension:

- Help students cope with apprehension-producing situations.

- Make the learning context less stressful.

In line with the views proposed by Horwitz et. al (1986) and the findings of this study, the researcher implicates the following points to improve the ESP students' speaking skills:

   1- Reducing ESP learners' communication apprehension.

   2- Promoting truly and meaningful communicative exchanges in the ESP classroom.

4.3. Reducing learners' Communication Apprehension

A low –stress learning environment is believed to facilitate learning and encouraging a relaxed atmosphere can alleviate communication apprehension (Horwitz et al.1986). Teachers can play a great role in reducing their students' speaking anxiety by simply making the classroom environment less formal and more friendly and supportive. Consequently, it is of a great importance to provide the readers with some of the coping strategies of CA which are found in the literature related to our study:

4.3.1. Some of the Coping Strategies with CA cited in the Literature:

Many different research studies have been done to examine the construct of Communication Apprehension and why students suffer from it. Thus, there were also several studies that looked at how to deal with this phenomenon. Some of the more common types of treatment for CA include: **systematic desensitization**, **skills training**, and **cognitive modification** (Hopf, Ayres,1992). These treatments are often combined to help produce the desired results in individuals.

 1. Systematic desensitization: This strategy helps individuals to cope with communication apprehension by reducing their level of anxiety by replacing feelings of relaxation and calmness. The students are taught how to relax in the presence of the anxiety stimuli and, thus, the anxiety is reduced in the following oral communication situations. With systematic desensitization, the student participates in a series of deep breathing exercises that help him/her relaxes all the muscles in his/her body, while he/she visualizes him/her giving a speech, or participating in any other type of communication activity.

2. Skill's training: This strategy assumes that people become apprehensive about giving presentations because they lack adequate training to perform speeches (Ayres, et al, 1993). This approach deals with trying to teach individuals the skills they need in order to deliver a good presentation. Skills training as a treatment of communication apprehension can take different forms but the most important aim of this strategy is to teach students the skills required to be good language communicators.

3. Cognitive modification: This strategy assumes that individuals approach public speaking with the wrong frame of mind (Ayres et al, 1993).Thus, cognitive modification aims at changing those negative thoughts and turning them into positive thoughts. It works by getting people to change their cognitions about communication apprehension and replacing those anxiety-provoking thoughts with calming thoughts.

There are several studies that support each of these types of coping strategies, and even some support a combination of them (Hopf, Ayres, 1992). Communication apprehension, being a worrying psychological construct, has been found to make a huge difference in learning to speak a foreign language. Many studies on language anxiety have suggested a variety of strategies to successfully cope with this

multifaceted dilemma. The most frequent suggestion made was to make the language classroom environment less formal and more friendly, one where students can make mistakes without looking or sounding inept. A way forward to create less stressful classroom environment as suggested by a lot of ESL/EFL teachers, is that the "*instructors should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the students to fail*". They suggested a truly communicative approach where students are given chances to succeed even with mistake. Other teachers put emphasis on the use of drama-like and role-play activities, so that learners may feel safe in a pretended situation with a pretended identity (*suggestopedia*).

In designing any activity, instructions should be made clear and it should also be ensured that the students have sufficient ideas and lexis to fulfil the task. In order to make the classroom a safe and less anxiety-provoking place, the friendly and encouraging role of the teachers was stated as crucial. Earlier studies have reported similar perceptions of their research subjects regarding the role of language instructors. In Price's (1991: 107) interview study, the most frequent observation of the subjects was that, "*they would feel more comfortable if the instructor were more like a friend helping them to learn and less like an authority figure making them to perform*"

4.3.2. Communication Strategy Training:

High communication apprehension students are likely to avoid classes which involve communication. They tend to be silent, do not want to be involved in class discussion, and are unlikely to raise their hands to either ask or answer questions. On the other hand, students with low Communication Apprehension will get involved in class discussion, sit in front of the class, and choose to discuss a given topic in class. Offering training to overcome or reduce Communication Apprehension can help students to alleviate their speech anxiety and improve their speaking skills. A set of examples is shown in figure (04) below:

```
                                        ↗ 1.Using progressive relaxation, deep
          A. Lowering your anxiety ↘      breathing, or mediation.
                                        ↘ 2.Using music

                                          3.Using laughter.


                                        ↗ 1.Making positive statements.
 Affective
                                        → 2.Taking risks wisely.
 Strategies ├→ B. Encouraging yourself
                                        ↘ 3. Rewarding yourself.

                                        ↗ 1. Listening to your body.
          C.Taking your emotional      → 2.Using a checklist.
                                        ↘ 3.Writing a language learning diary
             temperature
                                          4. Discussing your feelings with some else.
```

Figure 04: Oxford's Diagram of Effective Strategies (Oxford 1990:141)

Positive statements can change one's feelings and attitudes and can indirectly reduce students' anxiety which hinders them to speak the language easily and freely.

As figure ( ) shows, other effective strategies include:

a- Lowering students' anxiety by using progressive relaxation, deep breathing or mediation by listening to music or by laughing

b- Encouraging oneself by making positive statements, taking risks and rewarding oneself.

c- Taking one's emotional temperature by listening to one's body, using to a checklist, writing a language learning diary and discussing one's feelings with someone else like an intimate friend or a closer relative.

Horwitz (1991) also stated that:

""Anxiety can affect the Communication Strategies students employ in language class. That is, the more anxious student tends to avoid delivering difficult or personal messages in the target language………..Anxiety about speaking can affect the quality of oral production, making individuals appear less fluent than they really are."

Students who are concerned too much with their performance may become anxious when speaking in front of others. They sometimes make errors due to their nervousness, lack of vocabulary and hesitate too much. In addition, they may try to compensate for their errors, lack of vocabulary and hesitation by using communication strategies. Therefore, communication qpprehension influences Communication Strategies they use.

A communication strategy is defined as a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty. Communication Strategies help the learners to keep on using the language in communicating with others. According to Dornyei (1995), there are twelve (12) types of communication strategies:

1. Approximation: the strategy in which a learner uses an alternative term to express the meaning of the target lexical item as closely as possible. For example: *ship* for *sail boat; pipe* for *water pipe*

2. Code switching: the strategy in which learners use their L1 word in L2 context. For example: if a learner does not know the French word, he uses the equivalent one from Arabic.

3. Literal translation: the strategy in which learners translate a lexical item, an idiom, or a structure from their L1 to L2. For example: *one owns and others count.*

4. Message abandonment: It is the strategy of leaving message unfinished because of language difficulties. For example: a learner says "She looks like mm…" (He/she does not continue his/her utterance).

5. Word coinage: a learner creates an L2 word based on his/her knowledge of morphological rules. For example: *economician* for *economist*. (*economician* is not stated in the dictionary).

6. Use of all-purpose words: This is the strategy when learners expand an empty lexical item to context where certain words are lacking. For example: the overuse of the words *thing, stuff, make, do, what-do-you-call-it, what-is-it.*

7. Use of non-linguistic means: a learner uses non-linguistic resources such as mime, gesture, facial expression, and sound imitation to help him/her in expressing the meaning. For example: a learner uses his/her hands and acts like flying to refer to *birds*.

8. Use of fillers/hesitation devices: a learner may use filling words to fill pause and to gain time to think. For example: *well, as a matter of fact, now let me see. Others* added more examples of fillers such as *I think, you know, you see, um, mm, ah, sort of, OK, right, really.*

9. Foreignizing: learners use L1 word by adjusting it to L2 phonologically. In the Algerian case this is not so frequent but instead of it speakers of English use some French words but with an English pronunciation as a matter of ignorance. For example: if a learner does not know the word *computing*, he/she uses the French word "informatique" but with an English pronunciation. E.g. He studies "informatique" instead of saying computing.

10. Circumlocution: this strategy is used by learners in which they describe or paraphrase the target object or action. For example: if a learner does not know the word *corkscrew*, he/she replaces it by saying '*the thing that you use to open the bottle*'.

11. Appeal for help: the strategy where the students ask other students or teacher for help because they do not know or forget some words, structures, or idioms. For example: a learner may ask his/her friend by saying '*What do you call...?*'

12. Topic avoidance: the strategy where learners try not to talk about concepts which they find it difficult to express. For example: a learner avoids saying certain words or sentence because he/she does not know the English terms or forget them.

These communication strategies may help to encounter negative self-talk and they are effective to improve attitudes and motivation among anxious students. However, not all the strategies will necessarily work with all students; teachers have to be selective in accordance with their students' needs. Besides, some of the techniques and exercises seem to be beyond the teaching practices especially in the Algerian teaching/learning scene.

4.3.3. Suggestions to reduce students' Communication Apprehension:

On the basis of the findings of this study, the researcher will try in this section to propose some psychological and instructional suggestions to reduce the learners' speech anxiety as well as improving the quality of the language learning process.

A. Creating a low anxious, friendly and supportive classroom environment:

A situation where students can make errors without being criticised laughed at or punished. Teachers should provide enough class structure to maintain the feelings of security. Teachers should also know that some practices perceived as comfortable by one group of learners may prove to be stressful for another group from a different background. A way forward to create less stressful classroom environment is that teachers should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the students to fail or feel unmotivated. A truly communicative approach is needed where students are given chances to engage in activities which provoke them to speak even with mistakes. Learners would feel more comfortable if the instructor were more like a friend helping them to learn and less like an authority figure making them to perform.

B. Bridging the gap between EFL teachers and their specialized students:

ESP teachers are supposed to be knowledgeable in the subjects are asked to teach. However, English teachers in Algeria are trained only to teach linguistic knowledge rather than a content subject. ESP teachers are therefore less informed about the content of what they are expected to teach than even their students, who have been studying their subjects all through their school years. To avoid this gap, EFL teachers should work in corporation with other teachers who are specialized in their fields of study or get trained for an enough period of time where they receive intensive training on the subject matter before facing their students in the ESP classroom.

C. Increasing students' self esteem and self confidence:

As the findings showed, Low self-esteem and low el-confidence can lead to considerable speaking anxiety for the majority of students. Teachers' encouragements are highly recommended to all students especially those who feel shy to speak and feel better when they are silent. Praising and rewarding students' answers can explicitly make the learner aware of his personal strengths and abilities and give him the impression that he is someone who can ameliorate his learning skills. Sometimes a small word of encouragement and support can create a secure environment and trust for the apprehensive students.

D. Learning should be a real life experience:

Expecting learners to communicate meaningfully outside the classroom urges teachers to provide their students with the same opportunities to do so in their classes. Local issues and human interest stories are always useful sources for class discussions. Another way of inviting students to speak is to discuss possible topics close to their immediate interest. For example, if learners are studying "Politics", they will probably be interested in talking about "the Arab Spring" and the people's need for freedom and democracy in the countries which suffer from dictatorship and oppression.

E. The reinforcement of the material to facilitate acquisition and feedback:

Casado & Dereshiwsky (2001) support the idea of explaining grammar for elementary classes in the native language and not in the target one. After learners are taught the basic things and principles of language, they can start to study the other language forms and functions. Using audiovisual aids do improve learners' pronunciation and intonation, as well as their knowledge of the target culture. The visual aids are designed to facilitate learning and get the students to be involved in real life-like situations. As an example, students at the department of Political Sciences can watch a video tape to a politician or a president delivering a speech and then discuss what he/she said. With the internet, learners can now contact online other students from different countries and exchange views about a given topic.

F. The selection of interesting topics for class discussion and exercises:

It is of a great importance to select topics which attract students' attention and involve them in the discussion despite their weaknesses and anxiety. Teachers should make classroom situational, employing themes relevant to the students' own lives and interests. The target language should be introduced in realistic context, and activities be carried on within a framework of appropriate situations. On the other hand, any type of exercises, where learners do not have to think about the situation, becomes mechanical and unrealistic.

G. The use of gentle methods for error correction:

It is important for teachers to correct mistakes made during speaking activities in a different way from the mistakes made during other activities. For example, if a teacher keeps correcting students who are involved in a discussion about the effects of "global warming" on earth, the discussion will be interrupted and the students will not feel motivated to continue any more. For many students, offering simple words of encouragement and gentle error correction is a proven remedy for reducing speech anxiety. It should be pointed that when giving feed back, teachers should comment not only on errors but also on the positive things. Risk taking is an important learning

strategy; therefore, students should be reminded that mistakes should not be seen as a sign of weakness or failure but rather a normal aspect of the language learning process.

H. Increasing the spirit of "team work" and "cooperative learning" among the students:

Teachers are highly advised to make sensible use of purposeful group work and collaborative activities. It is suggested that students should be encouraged to get together outside the classroom and know each other personally. When students feel alone with no friends, they tend to become more anxious and isolated. Properly structured group work and study groups also appear to reduce anxiety for some students. Students might attend target language movies and videos, have lunches together, form study groups, or join language clubs. One good idea is to divide the class into small groups of about 5 or 6 students and ask them to do some activities where they can all participate and present orally what they did to the class.

I. Teachers should acknowledge the existence of the feelings of anxiety while speaking the English language:

Some learners feel that they are the only ones who suffer from the speaking anxiety .Therefore, a simple remind from a teacher that communication apprehension is a problem that all speakers even native ones suffer from, can reduce students' speech anxiety and make them more motivated and less worried about making mistakes. Teachers should deal with their students' signs of stress and anxiety and should apply appropriate strategies to help them counteract these feelings.

4.4. Promoting meaningful communicative exchanges in the ESP classroom:

Since reducing students' speaking anxiety is not the final step in improving students speaking abilities but only a kind of preparation to do so, establishing truly communicative activities which provoke students to speak is considered a prerequisite and a solution in the meanwhile. So, this section tries to shade light on the kind of speaking should ESP students do, the benefits from encouraging students to speak, and the some of the truly communicative activities that should be selected by the instructors who seek for real communications in their classrooms.

4.4.1. Matters that language learner should know about the speaking skill:

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation

Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)

Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors should help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They should help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable or comprehensible pronunciation.

Pupils need to know that the act of speaking is meant to perform a lot of tasks (Howe 1992):

ask questions	describe	explain	narrate	inform	present
argue	dispute	disagree	discuss	negotiate	clarify
share	analyze	evaluate	comment	report	reason
express and justify opinions		recite and read aloud		etc.	

According to Dorothy Kavanagh (2002), to reach an effective talk classroom, the observer should notice the following features:

Hands down- teachers selects pupils to answer i.e. to ensure that not only the enthusiastic students are constantly selected to respond, every body is expected to take part in participation.

Pupils are encouraged to consult in their group or with a partner in order to formulate and answer i.e. they need to check or rehearse their ideas before presenting them to the class.

Wait time-all pupils have the opportunity to think before answering i.e. to enable them generate ideas about the topic they are asked to speak about.

Teacher involves a number of pupils in the answer to a single question creating the opportunity for discussion –e.g. "What do you think…..?",”Do you agree with that answer…?" i.e. the teacher should not express an opinion for each answer but 'passes on ' ideas expressed for development by the other pupils.

Use of wrong answers to develop understanding i.e. teachers should not reject students' answers or put them down, but skilfully use what has been given to gain support from other pupils and to help anxious learners to take initiative in classroom participation.

Appropriateness of questions –fitness of purpose i.e. teachers should vary their questions and not ask one form of question- e.g. closed questions.

Quality of questions, i.e. good questions stem, e.g. 'Why does….?', 'What if…?', 'How would you…?', 'Could you explain…?'In order to ensure that questions expect the pupils to recognise that there are often no correct or single answers, but that questions can encourage genuine exploration in students' language.

Opportunities for pupils to formulate questions i.e. pupils should be able to formulate questions in their own turn, and thus contributing to the development of their thinking.

4.4.2. What kind of speaking should ESP students do?

It is of a great importance to be clear about the sort of speaking activities we are asking our ESP students to do. We are not expecting those students to speak a very controlled piece of language where they say a lot of sentences using a particular piece of grammar or a particular function. The kind of speaking activity we are talking about is the one which pushes the students to use any and all the language at their command to perform some kind or oral task despite the mistakes they do. What is quite important is that there should be a task to complete and that the students should want to complete it. For example, students studying "Political Sciences" should be able to discuss a given topic and express their opinions to other friends or listeners whatever the constraints they may face to send their messages.

4.4.3. Why encourage ESP students to do speaking activities

There are three important reasons why it is of a great importance to provide ESP students with speaking activities which provoke them to speak and use the language forms and functions at their command:

a. Engagement: If teachers select good speaking activities which motivate their students, they will get great satisfaction from them. This can not be achieved only if the teachers use authentic material (listening to music, listening to TV or radio…etc) containing language aspects which can generate discussion (e.g. timetables, leaflets, schedules). Once the learner feels secure in using the target language, he takes the risk and engages in speaking the language without tension or stress. Real life situations are advisable in this stage to bridge the gap between the classroom instruction and the real world needs.

b. Rehearsal: Selection of real life situations for oral discussion gives the students the opportunity to rehearse what they do outside the classroom. For example, if the debate in the classroom was about the election campaign in the USA, a student can pretend he were one of the candidates and he talks about his programme in front of his friends or even alone in his room. Having students take part in a role play in a "political debate" for example allows them to rehearse such a real life event in the safety of the classroom.

c. Feedback: Engaging in communicative activities where students can use the language they know without fear of being criticized or stopped for each time they do mistakes, provides feedback for both teachers and students. In doing so, teachers can see how well their class is doing and what language problems their students are facing. Students can also see how easy they engage in the oral activities and what they really need to improve their speaking skill.

4.4.4. Activities which are truly communicative:

Scrambled sentences, language games with the features of information gap, choice, role plays, feedback, card games, and picture strip story are often used as teaching aids. Feeling of confidence or lack of it in certain areas is needed in such activities. The course must be flexible and not meant to be studied unit after unit, though the units must be presented in a chronological order. Learners' expectations and preferences must be taken into account as the course develops.

a. Information gap: When X does not know something that Y knows and the latter ignores what X knows. The two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them. More reliable communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communicative strategies to complete a task.

The following exercise makes use of the information- gap principle:

Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures.

b. Jigsaw activities: Jigsaw activities are more elaborate information gap activities that can be done with several partners. Typically, in a jigsaw activity, the class is divided into groups and each group has part of the information needed to complete an activity.

The puzzle piece may take one of several forms .The class must fit the pieces together to complete the whole. In so doing they must use their language resources to communicate meaningfully and to take part in meaningful communication practice.

The following is an example of a jigsaw activity:

The teacher takes a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class and by listening to each section read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story in the correct order.

c. Role-play: In role plays activities students are asked to imagine that they are in different situations and act accordingly. For example: You are the Mayor, she is the representative of the village citizens and he is the boss of the building company. The imaginary situation is a meeting being held to decide whether a new road should be built on land which is currently used as school playing field. Each person tries to defend his point of view and so on. Students can be divided into 3 to 4 groups and make the role play game a team work where all students can express their opinions.

d. Surveys: Conducting surveys and questionnaires can be considered as one of the best ways of provoking conversation and opinion is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes more useful. Students can design and use surveys and questionnaires about any topic violence, education, smoking, transport, musical preferences etc.

5. **Picture strip story:** Many activities can be done with picture strip stories. One student in a small group is given a strip story. He shows the first picture of the story to the other members of his group and asks them to predict what the second picture would look like. An information gap exists when the students in the groups do not know what the picture contains. They have a choice as to what their prediction would be and how they would word it. They receive feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

e. Language games: Games are used frequently in communicative language teaching and the   students find them enjoyable. Language games train learners to recognize, remember and understand words. They also exercise their fluency, grammatical skills and vocabulary. Further, regular practice can expand their knowledge of new words and make retrieval of familiar ones much easier.

If games are properly designed, they give students valuable communicative practices. An example of a language game is called "fast words":

The class is arranged into rows. The first person in each row is given a piece of chalk. The blackboard is divided into sections. No more than six teams. The teacher calls a letter and the students must write as many words as they can, beginning with that letter, in the allocated time. Their team-mates can call out hints, but be warned, this is very noisy. Next, the second member gets the chalk and goes to the board and the teacher calls out a new letter. The team with the most correct words is the winner.

f. Scrambled sentences: The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.

In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialogue. They might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the supra-sentential level through formal linguistic devices such as pronouns, which make a text cohesive, and semantic propositions, which unify a text and make it coherent.

g. Authentic materials: The teacher can use a real newspaper article. He can also give the students homework containing authentic materials such as requiring them listen to a live radio or television broadcast. What is authentic and natural to native speakers of the target language is not so to learners in the classroom. What is important is that these materials are used in a way that is real for learners. For students with lower

proficiency in the target language, more accessible materials (for example, the use of a weather forecast when working on predictions), or at least ones that are realistic, are most desirable.

There are a lot of advantages of using authentic materials:

Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist.

Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities.

Textbooks often do not include supplementary or improper English.

The same piece of material can be used under different circumstances if the task is different.

Reading texts are ideal to practise mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.). E.g. students listen to news reports and they are asked to identify the names of countries, famous people, etc.

Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.

4.5. Recommendations:

- EFL teachers and content specialists should work together. i.e. there should be a high level of co-operation between them to prepare the teaching material before using it in the classroom.

- Training courses should be conducted for ESP teachers to enable them develop their students' learning strategies, without ignoring or neglecting their (students) learning preferences and learning styles.

- An appropriate methodology should be adopted for teaching the four language skills. Activities such as role-play, information gap, surveys, group discussion…etc should be made part of the course to improve the students' speaking skills.

- As teachers reported that their students had lack of practice in the speaking skills in their previous learning experiences (secondary school) and that the latter is a significant cause of their communication apprehension, the researcher suggests that a truly communicative approach should be adopted to provide students with more chances to practise their speaking skills and to cope with any deficiencies.

- Teachers should have discussions after the lessons to discuss the difficulties that students encounter in speaking the language. Acknowledging the existence of communication apprehension can help teachers to reduce the amount of their students' CA and ease them.

- Teachers should increase the use of the computer and the internet in the ESP classroom. The use of such material provides not only feelings of security and motivation but also real life situations which are likely to promote communication.

- Teachers should create a warm atmosphere to motivate the students to speak English. Therefore, errors should be tolerated and accepted as a natural outcome in the development of the communication skills.

- Students should be encouraged to participate in any well-designed extra English activities that can promote students' familiarity with and proficiency in English. Learners should be given opportunities to develop strategies for speaking the language even with their feelings of anxiety and reticence.

- We should support students' sharing anxiety experience either between students, or between students and teachers. Making the students aware of their speaking anxiety and sharing this feeling with their friends can help them feel less anxious

and probably more confident in finding solutions to cope with their speaking apprehension.

- For increasing the level of students' classroom participation, teachers should encourage their students to speak English without being stopped or interrupted despite the number of mistakes they do. Mistakes' correction can be done at the end of the session.

- It is also important to correct mistakes made during the speaking classroom activities in a different way from mistakes made in another skill such as writing and reading. Even in the speaking skill itself, the teacher has to know when to intervene for correction and when not to do. For instance, if he observes a student about repeating the same sentence seeking for the right pronunciation, it does not matter to correct his mistakes every time he does so, whereas in case of a discussion, the teacher has no right to interrupt him but waiting until he finishes his conversation in order not to disturb him, and consequently he may lose his ideas and probably he stops speaking.

- Teachers sometimes get very involved with their students during a speaking activity and desire to join it. There is no problem for them to get involved in, but without domination. However, it is better for them to stand back so that they can watch and listen to what is happening. In some cases, the teachers' interventions are needed if they see the activity is not going in the right path or if some one cannot think about what to say, or if the discussion starts to dry up.

- Further studies are needed to investigate the reasons behind the high level of CA among ESP students and the possible ways for its alleviation.

4.6. Conclusion

These are some important suggestions and recommendations that EFL/ESP teachers in Algeria have to take into consideration during their classroom management, and through which they prompt and motivate their students to speak the target language especially those who feel reluctant, and generally face the problem of communication apprehension in oral classroom participation which has been our exact

area of inquiry. All that has been suggested has no meaning unless teachers and students work in collaboration hand in hand to find effective strategies to get rid of the problem of students' speaking anxiety.

General Conclusion:

Oral communication skills are essential for success in all study areas and CA has negative effects on classroom participation and academic success since many teachers reward students who take part in classroom discussion by awarding them good marks for classroom participation.

The attempt along this study was to identify the level of student' CA and then investigate the main factors that lead to CA among final year Political Sciences' students. As it was hypothesised, it is found from the results that there is a high level of CA among the students and that their speaking apprehension in the ESP classroom is a result of combination of instructional and psychological factors. These factors are interrelated and intersect. For example, the students' attitudes towards speaking English in the classroom can be affected by their instructional and psychological backgrounds. A surprising thing which attracted the researcher's attention was that both teachers and students agreed on the same factors that lead to the students' apprehension in the ESP classroom; though, they were different in the interpretations and explanations of these factors.

Teachers feel obliged to perform a difficult task which needs more efforts and several techniques to reach the peak of an effective communication; however, students are only trained to read and write the target language without giving much importance to the speaking skill which becomes the main obstacle the students fail to perform. The reason why, the researcher decided to undertake an investigation to seek for the main reasons which contribute to the students' speaking anxiety and try to find solutions that enable teachers to help students overcome the problem of apprehension and improve their speaking abilities.

As far as the present research work is concerned, the focus was mainly projected on the main factors that contribute to the high level of communication apprehension among third year LMD students at the department of Political Sciences at Chlef University. This investigation indeed approached a systematic analysis based on theory and practice arranged into four chapters. To test the researchers' hypotheses about the level of communication apprehension among ESP students and the factors that lead to this phenomenon, three tools were used: two questionnaires with the third year LMD students and an interview with the teachers.

The analysis of both teachers' and students' responses helped us to detect the main reasons of the students' communication apprehension in the ESP classroom. The results revealed from the data gathering tools showed clearly that the students had a high level of CA and that their apprehension was due to a combination of instructional and psychological factors that even combine ad interrelate. The results also showed that both teachers and students agreed on the same factors that lead to the students' apprehension: instructional and psychological factors. Both teachers and students did not mention other factors of CA, such as social and cultural factors, but they gave different explanations and interpretations to the factors they mentioned before.

The researcher, mainly in the last chapter, tried to present some suggestions that may help teachers manage the classroom and help their students get rid of the obstacle of apprehension. The different important steps followed in the study, and which required hard efforts to obtain some important results which revealed the real problems faced in both teaching and learning processes.

At the end of this work, the researcher would remind that this study is a humble step towards a deep and concise future study which looks for the real factors which lead to students' apprehension and reticence in the ESP classroom. Other studies with bigger populations and more research tools would probably reach better results and thus provide teachers who suffer from their students' silence and apprehension with more techniques and strategies to overcome the problem of students' speaking anxiety.

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N°	Item	SA	A	U	D	SD
		5	4	3	2	1

Students' Questionnaire 1:   Communication Apprehension

1	I never feel quite sure of myself when I am speaking in English.					
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 English language.					
5	I am usually at ease (comfortable) when speaking English in my language class.					
6	I start to panic when I have to speak without preparation in language class.					
7	In language class, I can get so nervous I forget things I know.					
8	It embarrasses me to volunteer answers in my English class.					
9	I get upset when I don't understand what the teacher is correcting.					
10	I feel confident when I speak in English in my language class.					
11	I am afraid that my language teacher is ready to correct every mistake I make.					
12	I can feel my heart pounding when I'm going to be called on in language class.					
13	I feel very self-conscious about speaking English in front of the other students.					
14	I get nervous and confused when I am speaking English in my language class.					
15	When I'm in my English class, I feel very sure and relaxed.					
16	I get nervous when I don't understand every word					

	the English teacher says.					
17	I am afraid that the other students in the class will laugh at me when I speak in English.					
18	I get nervous when the English teacher asks questions which I haven't prepared in advance.					

A modified version of Horwitz **et. al's (1986) Foreign Language Classroom Anxiety Scale. (Statements which concern Communication apprehension)**

Appendix 2 :

Students' Questionnaire 2: Factors which cause students' CA

Dear Student,

   Indicate your feelings by checking the appropriate box next to each statement. Please give your first reaction to each statement.

 Strongly agree = **SA**, Agree = **A**, Undecided = **U** , Disagree = **D** , Strongly disagree = **SD**

1. Instructional Factors:

N°	Item	SA (5)	A (4)	U (3)	D (2)	SD (1)
1	My teacher of English teaches us general English and not EAP/ESP.					
2	Learning English helps me in my academic study and for getting a job in the future.					
3	My teacher of English corrects my errors in a bad way.					
4	There are marks for classroom participation in English.					
5	I make noticeable errors of grammar and word order when I speak English.					
6	Speaking about general topics is easier than talking about a specialized field (e.g.: Politics).					
7	My English vocabulary is limited.					
8	Two hours of learning English per week is not enough.					
9	The time of the English class is not suitable.					
10	Lacking specialised vocabulary in the field hinders me to speak freely in English.					
11	My teacher of English responds in a friendly way.					
12	I don't have the opportunity to speak English outside the classroom.					
13	The English class is so over- crowded that the teacher can't pay equal attention to all students.					
14	Our teacher of English gives more importance to reading and writing than to speaking or listening.					
15	My teacher of English doesn't allow me to speak Arabic in the English classroom.					
16	My teacher of English explains the activities and difficult expressions in Arabic.					
17	My teacher of English speaks English exclusively in the class.					
18	We benefit from a teacher who is specialised in the field (Politics) more than an EFL teacher.					
19	The English teacher uses audio-visual aids to help us speak English.					
20	The English teacher varies his teaching techniques in teaching the communication skills.					

Thanks for your help

2) Psychological Factors:

N°	Item	SA (5)	A (4)	U (3)	D (2)	SD (1)
1	I prefer talking about general topics rather than a specialized field (Eg: politics).					
2	I feel shy to speak English in front of my classmates.					
3	I feel shy to speak English in front of male students.					
4	I feel shy to speak English in front of female students.					
5	I am afraid of making errors when I speak in English.					
6	I am a timid person by nature and I get nervous easily.					
7	I like speaking English in front of my classmates.					
8	I feel relaxed to speak English when I prepare.					
9	An EFL teacher can't provide us with sufficient information about our field of study (compared with a specialized teacher)					
10	My friends make fun of me when I speak English.					
11	Students are only interested in studying English to pass exams.					
12	I like talking with foreign people in English.					
13	The English teachers' gender doesn't affect my classroom participation.					
14	I feel better to communicate in English with a male instructor.					
15	I feel better to communicate in English with a female instructor.					
16	My desire to speak English is more than my desire to write					

	or read it.						
17	In order not to participate in the English class, I like to sit at the back rows.						
18	I feel afraid to talk in English with my teacher outside the classroom.						
19	Teachers can't be objective when assessing oral tests.						

Thanks for your help

Appendix 3:

Teachers Interview:

Dear Colleagues ,

Your opinions are highly appreciated to conduct this research as you are directly involved in the ESP teaching and learning process. Please answer all the questions.

1-General information:

1. Your status in the department of Political Sciences:

Part time teacher ☐ Full time teacher ☐

2. Your degree:

Licence ☐   Magister ☐   Doctorate ☐

3. *Did you have any pervious ESP training courses?*

Yes ☐   No ☐

4. What is your experience in teaching English?

Teachers	1	2	3	4
Years of teaching in middle/secondary school				
Years of teaching at university				
N° of years of experience				

5. **How many hours are allotted to teaching English in the department of Political sciences**?

6. **What is the average size of each ESP class***?........................*

7. **Do you use any published textbook**?   Yes ☐   No ☐

8. **Do you have any special material designed for Political Sciences Students?**

9. **The training in oral communication that I received to become a university teacher was sufficient*.***

Yes ☐   No ☐

2. **B. Specific Course Information:**

10-Please rank the English skills in importance from 1-4 (1 being the most important) :

Listening ☐ Speaking ☐ Reading ☐ Writing ☐

11- In which aspects of English do you think students are usually weak?

1	General Vocabulary	
2	Scientific and technical vocabulary	
3	Reading Comprehension	
4	Grammar	
5	Writing and composition	
6	Speaking and conversation skills	
7	Sentence structure	

12. Please choose and rank the 5 biggest handicaps to teaching oral communication in your lessons. *(1 being the biggest problem)*

- Student conversation ability   -Lack of technical vocabulary

- Student conversation confidence   - Student motivation   -Student discipline

- Introverted students   - Time constraints in the lesson   -The textbook

- Time constraints outside the lesson   - High school entrance exams   - Class size

  - Other (please explain)

....

13. The students study English in order to: (from 1 to 3, 1 being the most important)

  - Read and understand text books in their field of study.   ☐

  -Take part in oral discussion in English   ☐

  -Understand the lectures and take notes   ☐

  - To be able to write answers in written exams and tests   ☐

14. How do you evaluate your student?

Oral test   ☐   Written test   ☐   Both   ☐

3- Students' psychology and Language Anxiety:

.Please answer the questions

Q15: How do you view the role of language anxiety for ESP learners in learning and particularly speaking English language?

  ………………………………………………………………………………………………………
  ………………………………………………………………………………………………..

Q 16: What kinds of situations and language classroom activities have you found to be anxiety- provoking for the students?

  ....
  ....

Q 17: What do you think are the causes of students' anxiety while speaking English?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q18: What are the instructional factors that cause speaking anxiety fro ESP students?

……………………………………………………………………………………………………

……………………………………………………………………………………………...…

Q 19: What are the psychological factors that cause language anxiety for ESP learners while learning and speaking English? (Students' beliefs, motivation, confidence, expectations, etc.).

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q 20: Which strategies did you use to successfully cope with your students' communication apprehension or speaking anxiety?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

THANK YOU FOR YOUR ASSISTANCE WITH THIS RESEARCH PROJECT

Appendix 4:

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Directions: Each of the following statements refers to how you feel about your English language class. Please indicate whether you:

Strongly agree = **SA**, Agree = **A**, Undecided = **U** , Disagree = **D** , Strongly disagree = **SD**

Item	SA (5)	A (4)	N (3)	D (2)	SD (1)
1. I never feel quite sure of myself when I am speaking in English.					
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 English language.					
5.It wouldn't bother me at all to take more English language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at language than I am.					
8. I am usually at ease (comfortable) 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 language class.					
11.I don't understand why some people get so upset over 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 English 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 English in my 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 English language better than I do.					
24.I feel very self-conscious about speaking English in front of the 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 the English language.					
31. I am afraid that the other students in the class will laugh at me when I speak in English.					
32. I would probably feel comfortable around native speakers of the English language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Horwitz et. al's (1986) Foreign Language Classroom Anxiety Scale

THANK YOU FOR YOUR HELP

Appendix 5 (Arabic version)

هذه دراسة ميدانية لأغراض البحث العلمي فقط.لذا وجب أن تكون الإجابة موضوعية قدر الإمكان.

يرجى وضع إشارة (X) في المربع الذي يتفق و رأيك,و ذلك أمام كل فقرة من الفقرات الآتية:

أعارض بشدة 1	أعارض 2	محايد 3	أوافق 4	أوافق بشدة5	الفقرة	الرقم
					لا اشعر أبدا أنني متأكد من نفسي عندما أتكلم الانجليزية داخل القسم .	01
					لا أبالي بالقيام بالأخطاء في حصة الانجليزية.	02
					ارتعش عندما اعرف أنني سأسأل في حصة الانجليزية.	03
					أتخوف عندما لا افهم ما يقوله الأستاذ في حصة الانجليزية.	04
					لا يضايقني أبدا اخذ حصص إضافية في الانجليزية.	05
					في حصص الانجليزية،أفكر في أشياء لا علاقة لها بالدرس.	06
					اعتقد أن انجليزية زملائي أحسن من انجليزيتي.	07
					غالبا ما أكون مرتاحا في امتحانات الانجليزية.	08
					ابدأ بالاضطراب و القلق عندما يجب أن أتكلم بدون تحضير في حصة الإنجليزية.	09
					تقلقني عواقب إخفاقي في مادة الانجليزية.	10
					لا أتفهم لماذا بعض الطلبة ينزعجون من حصة الانجليزية.	11
					في حصة الإنجليزية ينتابني القلق، حتى أنني أنسى ما اعرفه.	12
					يدهشني أن أبادر بالإجابة في حصة الانجليزية.	13
					لن اقلق من التحدث مع أشخاص انجليزيين أصليين.	14
					اشعر بالإحباط عندما لا افهم ما يصححه لنا الأستاذ.	15
					حتى عندما احضر جيدا لحصة الانجليزية،اشعر بالقلق حيال ذلك.	16
					أحيانا اشعر بعدم الذهاب لحصة الانجليزية.	17
					اشعر بالثقة عندما أتحدث الانجليزية في القسم.	18
					أخاف أن يقوم أستاذ الانجليزية بتصحيح كل الأخطاء التي أقوم بها.	19
					أحس بدقات قلبي تتضاعف عندما يطلب مني التكلم في حصة الانجليزية.	20
					كلما قمت بالتحضير أكثر لامتحانات الانجليزية،كلما ازداد تشويشي.	21

						العبارة	
						لا أحس بالضغط عندما أقوم بالتحضير لحصة الانجليزية .	22
						اشعر أن زملائي يتحدثون الانجليزية أحسن مني.	23
						اشعر بالخجل عندما أتحدث الانجليزية أمام زملائي .	24
						حصة الانجليزية تمر بسرعة كبيرة، حتى أنني أخاف من أن تفوتني بعض المعلومات.	25
						اشعر بالتشنج و القلق في حصة الانجليزية أكثر منه في الحصص الأخرى.	26
						اشعر بالقلق عندما أتحدث في حصة الانجليزية.	27
						اشعر بالثقة والراحة قبل حصة الانجليزية.	28
						اشعر بالقلق عندما لا اعرف كل كلمة يقولها الأستاذ.	29
						اشعر بالضيق من كم القواعد اللغوية الواجب تعلمها للتحدث بالانجليزية.	30
						أخاف أن يقوم زملائي بالضحك على عندما أتحدث الإنجليزية.	31
						اشعر بالارتياح عندما أكون مع أشخاص انجليزيين أصليين.	32
						أحس بالقلق عندما يسألني أستاذ الانجليزية أسئلة لم أقم بالتحضير لها مسبقا.	33

شكرا جزيلا لتعاونكم

Appendix 6 (Arabic version)

عزيزي الطالب/عزيزتي الطالبة

حدد شعورك وضع إشارة (X) في المربع الذي يتفق و رأيك,و ذلك أمام كل فقرة من الفقرات الآتية:

1.العوامل التعليمية

أعارض بشدة 1	أعارض 2	محايد 3	أوافق 4	أوافق بشدة5	الفقرة	الرقم
					الاستاذ يدرسنا لغة انجليزية عامة و ليسة متخصصة	01
					تعلم الانجليزية يساعدني في الابحاث الاكادمية و كذلك في ا لتحصل على وظيفة	02
					استاذ الانجليزية يصحح الخطاء بطريقة سيئة	03
					هناك نقاط للمشاركة وهي تحتسب مع الامتحانات	04
					ارتكب اخطاء واضحة في القواعد و ترتيب مفردات الجملة عند التحدث بالانجليزية.	05
					التكلم بالانجليزية في مواضيع عامة اسهل من التكلم في موضوع متخصص (السياسة مثلا)	06
					مفرداتي في الانجليزية محدودة جدا	07
					تعلم الانجليزية لمدة ساعة و نصف اسبوعيا غير كاف	08
					وقت حصة الانجليزية غير ملائم تماما	09
					عدم امتلاك المفردات المتخصصة (علوم سياسية) لا يمكنني من التحدث بطلاقة و حرية باللغة النجليزية	10
					أستاذ الانجليزية يتعامل معنا بلطف	11
					لا تسمح لي الفرصة لاتكلم بالانجليزية خارج القسم او قاعة الدرس.	12
					قاعة الدرس مكتظة لدرجة ان استاذ الانجليزية لا يستطيع ان يبدي اهتماما متساويا بين الطلبة.	13
					استاذ الانجليزية يعطي اهتماما اكبر بقواعد اللغة و قراءةالنص على حساب التحدث و الستماع للغة الانجليزية.	14
					استاذ اللغة الانجليزية لا يسمح لي بالتحدث باللغة العربية اثناء الدرس	15
					يقوم الاستاذ بشرح الانشطة و التعابير الصعبة باللغة العربية.	16
					الاستاذ يقوم باستعمال اللغة الانجليزية فقط كوسيلة للتواصل معنا.	17
					نستفيد من استاذ متخصص في العلوم السياسية و يتقن الانجليزية اكثر من استاذ متخصص في اللغة الانجليزية فقط	18
					يستخدم استاذ الانجليزية و سائل سمعية بصرية لمساعدتنا على فهم	19

						الدروس	
						ينوع استاذ الانجليزية من اساليب تدريس مهارات الاتصال	20

2.العوامل النفسية

						افضل التكلم بالانجليزية في مواضيع عامة و ليست متخصصة (كالسياسة مثلا)	1
						اخشي من الخطاء عند التكلم بالانجليزية أمام زملائي	2
						اشعر بالخجل عند التكلم بالانجليزية أمام الطلبة الذكور	3
						اشعر بالخجل عند التكلم بالانجليزية أمام الطلبة الإناث	4
						أخشى من القيام بالأخطاء عند التكلم بالانجليزية	5
						أنا شخص خجول و أتوتر بسهولة	6
						أحب التحدث بالانجليزية امام زملائي	7
						اشعر بالراحة عند التحدث بالانجليزية عندما اقوم بالتحضير مسبقا لذلك.	8
						أظن أن أستاذ اللغة الانجليزية لا يمكنه تقديم المعلومات اللازمة كما يمكن ان يقدمها الاستاذ المتخصص (في العلوم السياسية) الذي يتقن اللغة النجليزية	9
						يقوم زملائي بالسخرية مني عندما احدث بالانجليزية	10
						الطلبة يهتمون بالانجليزية فقط لاجراء الامتحان	11
						أحب أن أتحدث الانجليزية مع أشخاص أجانب	12
						جنس المدرس لا يؤثر على مشاركتي	13
						اشعر بالراحة في المشاركة في حصة الانجليزية عندما يكون المدرس ذكر	14
						اشعر بالراحة في المشاركة في حصة الانجليزية عندما يكون المدرس أنثى	15
						رغبتي في التكلم بالانجليزية اكبر من رغبتي في الكتابة او القراءة	16

					حتى لا أشارك في حصة الإنجليزية.أقوم بالجلوس في أخر الصف	17
					اشعر بالخوف من التكلم بالإنجليزية مع الأستاذ خارج القاعة	18
					لا يمكن للأساتذة أن يكونوا موضوعيين عند تقويم الامتحان الشفوي	19

شكرا جزيلا لتعاونكم