ANXIETY ISSUES REDUCE STUDENTS' ORAL PRODUCTION IN EFL SETTINGS

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Paper submitted as a requirement to opt for B.A degree in English and French

Submitted to the School of Human Sciences in Partial Fulfillment

Linguistics and Languages Department

English and French Teaching Program

University of Nariño

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Nota de Responsabilidad

Las ideas y conclusiones aportadas en este Trabajo de Grado son Responsabilidad de los autores.

Artículo 1 del Acuerdo No. 324 de octubre 11 de 1966, emanado por el Honorable Concejo Directivo de la Universidad de Nariño.

Nota de aceptación

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San Juan de Pasto, Noviembre de 2016

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I wish to express my sincere gratitude and appreciation to my mum, dad, family

Members and friends whose prayers, love and best wishes were a source of inspiration, encouragement and motivation for me as I was successfully completing this study. Equally, I express my gratitude and respect to my advisor Mario Guerrero Rodriguez for his expert guidance, understanding, patience and timely wisdom.

Abstract

Feelings of anxiety, apprehension and nervousness are commonly expressed by second/foreign language learners in learning to speak a second/foreign language. These feelings are considered to exert a potentially negative and detrimental effect on communication in the target language.

The use of strategies for instructors and learners in the language classrooms and the wide-spread use of English Language have increased the demand to learn good communication skills but existence of such feelings in the learners may prevent them and reduce the anxiety levels and achieving the desired goal.

Consideration of learners' anxiety reactions in learning to speak another language by a language teacher is deemed highly important in order to assist them to achieve the intended performance goals in the target language.

The pedagogical implications of these findings for understanding second/foreign language anxiety for enhancing learners' communication abilities in the target language were discussed, as are suggestions for future research.

Key words: Speaking, Anxiety, Learners, Learning, ESL, Strategies.

Resumen

La ansiedad es un sentimiento de aprehensión y nerviosismo son comúnmente expresados por los estudiantes cuando inician aprender un segundo idioma o lengua extranjera.

Se considera que estos sentimientos ejercen un efecto potencialmente negativo y perjudicial sobre la comunicación en el idioma de destino.

El uso de estrategias para instructores y estudiantes en las aulas de idiomas y el amplio uso del idioma inglés han aumentado la demanda de aprender buenas habilidades de comunicación, pero la existencia de tales sentimientos en los estudiantes puede prevenirlos y reducir los niveles de ansiedad y lograr lo deseado que es hablar inglés sin temor a equivocarse.

La consideración de las reacciones de ansiedad de los estudiantes al aprender a hablar otro idioma por un profesor de idiomas se considera muy importante para ayudarles a lograr los objetivos de rendimiento previstos en el idioma de destino.

Se discutieron las implicaciones pedagógicas de estos hallazgos para la comprensión de la ansiedad de segundo idioma / extranjero para mejorar las habilidades de comunicación de los estudiantes en el idioma de destino, así como sugerencias para futuras investigaciones**.**

Palabras clave: Speaking, Anxiety, Learners, Learning, ESL, Strategies.

CONTENT

INTRODUCTION

This paper contains the thematic research oriented to the study of anxiety as a feeling that reduces the oral production of students in learning a second language.

As a result, the following research question is identified: How do anxiety problems affect beginners in the English and French Program at the University of Nariño?

In the same way and in coherence with the problem, the general and specific objectives that are expected to be achieved with this research are defined as the identification of how the anxiety problems affect the oral production mentioned above.

This research has a theoretical and conceptual basis based on the conceptual contributions of various authors in relation to the concepts of anxiety, the three stages of language learning (input, processing, output), method of expression, linguistic anxiety, Causes of Linguistic Anxiety, Types of Anxiety.

Afterwards, the chapter of Discussion and conclusions is presented, based on these aspects, the didactic proposal is presented.

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1. OBJECTIVES

1.1 General Objective

To identify how anxiety issues affect beginners' oral production in the English and French Program at Universidad de Nariño

1.2 Specific Objectives

To suggest some strategies for EFL beginners' and teachers to reduce anxiety levels when speaking in the English and French Program at Universidad de Nariño.

To put into practice some activities to reduce anxiety when speaking in the English and French Program at Universidad de Nariño.

2. **JUSTIFICATION**

The proposed study is estimated to be relevant because it contributes to the production of knowledge in the area related to anxiety as a feeling that reduces the oral production of the students in the learning of a second language, since it is perceived the need to investigate these Problems and propose alternative solutions.

There are currently accessible studies and research which show the need for urgent action to be taken to respond to the problems identified as being 1. Pressure from parents and teachers to obtain good grades at school in English, 2. Traditional teaching method centered on Grammar and vocabulary, 3. Lack of awareness in integrating desires, feelings, opinions, judgments of students in the context of social interaction, 4. Weakness in meaningful communication in the classroom, 5. Lack of active participation of Students in English learning activities in the classroom, 6. Emphasis on affecting grammar in the implementation of a conversational approach, 7. Fear of making pronunciation errors, limited grammatical knowledge, vocabulary.

From the above, this study is oriented to show how the problems of anxiety affect the beginners in the Program of English and French of the University of Nariño? And, of course, propose a proposal to overcome it.

"Anxiety is a basic human emotion is fear and uncertainty." (Deutsch, 2004, p.29); according to Deutsch (2004), "anxiety has good and bad sides. On the one hand, it helps to avoid dangerous events that can be life threatening. On the other hand, it makes people freeze, and avoid situations considered dangerous". (p.29)

In the concepts of the aforementioned authors, it can be seen that anxiety is an emotion associated with fear and uncertainty situations, circumstances, unknown areas and therefore can occur at any time and space of human experience; however both positive and negative effects are identified; the first to the extent that drives action; the second, which constitutes inaction or paralysis.

However, anxiety applied to the subject of learning a foreign language is considered natural, because it is a language that needs to be apprehended and constitutes unknown; therefore you can, in a given time, generate uncertainty and fear manifested by freezing people when communicating with other audiences, causing nervousness, concern about the interaction in another language.

Anxiety is a universal phenomenon, as seen in the contributions that conducted a study and confirmed that: "Students at a university, apprentices and even advanced levels, experienced high levels of anxiety, feelings of stress, nervousness while learning to speak the English language" (Horwitz and Houng, 1991, p.121)

Some researchers reported a negative relationship between language anxiety and achievement, e.g. the higher the anxiety, the lower the performance, (Clement, Gardner, & Smythe, 1977, p.218). Others reported no relationship, or a positive relationship (Pimsleur, Mosberg, & Morrison, 1962, Backman, 1976, Scovel, 1978: cited in 1999: 218).

Anxiety, in its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learner. Facilitating anxiety "motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour" (Scovel, 1991, p.22). Debilitating anxiety, in contrast, "motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour" (1991: 22).

In Colombia, these anxiety problems have a few previous researches; for example, Fandiño (2010) conducted an action research "this anxiety was characterized by avoidance, passiveness, and discomfort". It is not easy to get any report on them. It is possible that one solution to this problematic issue the effects caused by anxiety when speaking. Moreover, with the help of this research paper, teachers might encourage students to talk with the application of some strategies to promote oral production in the classroom.

Anxiety is a situation that needs to take into account when learners speak that is why the following Research Question is posed: How does anxiety issues affect beginners' oral product in the English and French Program at Universidad de Nariño?

3. **LITERARY REVIEW**

Speaking

Speaking is a multifaceted construct. Thornbury and Slade (2006) point out that this complexity derives from speaking being so ubiquitous in our daily language usage. In other words, speaking is so intertwined with daily interactions that it is difficult to define. In addition, various fields of study like linguistics, psychology, anthropology, and sociology have informed speaking. (Gumperz, 1999, p. 98). It therefore becomes harder to compile a concise yet

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comprehensive definition of speaking. The best we can do, is to define speaking by its feature, its functions and its conditions. Viewing from its feature, speaking could be defined as a social, multi-sensory speech event, whose topic is unpredictable. Speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills (Thornbury, Slade, 2006, p.17). This social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can clash with the formal nature of the classroom when teaching speaking. According to Gumperz (1999), speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participants'utterances. Since it is cooperative, it becomes a negotiated, self-regulated process (Nunan, 1999, p. 226; Sayer, 2005, p. 17) that is segmentally created through short, frequent turns consisting of phrases and clauses (Thornbury and Slade, 2006, p. 13). This cooperative discourse is motivated by interactive rules and routines (Dornyei and Thurrell, 1994, p. 42) where these structures guide how silence, volume, intonation, conventional language, information and norms of interaction are used (Applegate, 1975) to organize speaking. This organization is culture-bound as conversational routines are implemented differently in different countries (Richards, 1980, p.419). Dornyei and Thurrell (1994) highlight the features of conversational routines as being openings and closings, turn-taking mechanisms and adjacency pairs such as greetings and apologies. Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005, p.9) which affect conversational flow. It seems that culture is integral in how Students' Perception on EFL Speaking Skill Development. Speaking is constructed which has implications for how English speaking is taught and learned. In addition, speaking is topically unpredictable and therefore

native speakers tend to have a linguistic repertoire of regularly used phrases (Gumperz, 1980, p. 434) that help create various speaking. In relation to the teaching of speaking, these rules, routines, and linguistic features would be valuable to highlight in a speaking class. Based on its function, speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999, p. 228). Interactional language engages people for social reasons as illustrated previously. Transactional language is for service encounters like ordering drink or booking a ticket. However, these purposes are usually intertwined (Thornbury and Slade, 2006, p. 20) and so the distinction between interactional and transactional language seems to be used for language learning awareness.

Three Stages of Language Learning

Language anxiety 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 anxiety experienced while communicating in the target language.

Input

Input is the first stage of language learning. It activates 'Language Acquisition Device' (LAD) – an innate language-specific module in the brain (Chomsky, 2006, p.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.

'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: 475). 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: 475). 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.

Processing

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: 476). Cognitivists like (Segalowitz, 2003, p.39) 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).

Output

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 (ManIntyre and Gardner, 1994b, p.475) "High level of anxiety at this stage might hinder students' ability to speak… in the target language".

Speaking Methods

After defining what anxiety is, it is important to observe how the oral performance works in order to be able to accurately point out the effects that anxiety has on this process. For this reason some methods and approaches which are focused on speaking and interaction will be reviewed. Speaking has a relevant part in language learning, as it can be seen in some approaches like The Audio-Lingual Method, The Natural Approach and The Communicative Approach; Content-Based Instruction and Cooperative Language Learning which placed communication as their root to take students to a successful learning. Considering the emphasis that these approaches give to oral performance, it is natural to assume that students who receive instruction in these frameworks will be likely to face situations that may raise their anxiety levels.

The first method to consider is The Audio-Lingual Method, the main goal that this method aimed at was to train the army to be fluent in some specific language that is way it also known as "Informant Method", which some colleges decide to apply this method in language classroom,

one of those was the University of Chicago. In this approach the student takes a course in which text book and written activities are inexistence. The Audio-Lingual method was focused on repetitions and it had the oral part as the essential tool in order to obtain a communicative level in the target language. Despite, this approach got many critics and it was almost discarded as a useful and complete learning method, some current courses still apply it. Nevertheless, it is necessary it mention that this approach is mainly focused on the achievement of accuracy in speaking obtained by the repetition of sentence in the target languages rather than developing an ability to communicate or to interact actively in a conversation Hanchey (1974).

Second, The Natural Approach was developed by Tracy Terrell (1981) it was based on Krashen"s Monitor model (1977), and for this reason it has a relevant meaning for this research paper, since it does not only present an approach in which the oral part is the way to teach a foreign language, but it also has all the affective components and theories that Krashen has studied. The way this approach presented the acquisition of a language is related to the mother tongue acquisition, which is the reason why the oral part has a meaningful component in this method, considering that people do not learn their mother tongue by reading and practicing grammatical rules, people do it by using it and learning through the error. Clement, Dornyei, Noels,(1994). Another important point that this approach has, is that Terrence claims that it is a harmful action to correct the student during the speech, because it can hurt his or her self-esteem and can contribute to increase the fear of the student towards this sort of activities. Tricomi (1986).

If the oral component needs to be considered important and needs to be encouraged there is an approach that has to be mentioned, the Communicative Approach. This approach does not only present a variety of activities to put in practice oral activities, but it is also important

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because it can contribute to reduce the anxiety in language students since it is closely related to Kagan¨'s approach "Cooperative Learning" and which deals with the anxiety that students face when they have to perform any oral task in front of their classmates. Even though the usage of Cooperative Language Learning approach can make students feel more comfortable in those sort of activities, the result might be counter-productive because some learners could get more stressed and more anxious by the insight of their classmates as Kagan (1989) suggests. Focusing on the Communicative Approach, since it is mainly based on interaction and The Effects of Anxiety On Oral Performance this interaction is not successful when students feel nervous or shy to perform and oral activity it can be concluded that; it has a direct impact on final outcome performed by the foreign language learners (Basta, 2009).

Content-Based Instruction (CBI) is definitely one of the options which can help to cope anxiety in oral performance, because this approach gives a considerable amount of language to the leaners through stimulation and the usage of activities which are related to the context of the students. Since, it has been proved useful in specific courses of English for Specific Courses, in which students can feel more confident when they have to perform any oral task, due to they have a previous knowledge of the subject that is going to be treated in the language classroom and it helps to lower the level of anxiety (Troncale, 2002). Nonetheless, CBI has a shortcoming, and it is that this approach deals with different academic subjects, which are planned to be taught in the target language, but this subjects have a cognitive factors that sometimes are difficult to comprehend in the native language of the students and it will be ever more challenging to understand it in a second or foreign language. For this reason, if this method is thought to be applied the activities and strategies must be carefully planned in order not to create more pressure and anxiety on the learners.

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Cooperative Language Learning has shown that students who have been taught through the use of it can achieve higher level of foreign language than groups that have worked using individual efforts and competitiveness. In the oral performance and activities this can be a useful tool to lower anxiety, since the cooperation between peers can ease the mind of the students. Learners might not feel the assessment process of the teacher directly, because they would pay more attention to the interventions of their classmates. Nevertheless, this method does not work in the same manner to all students.

Anxiety

Anxiety is something unconscious and it happens without warning making student feel like a person who does not know anything about certain topics. As Tsui (1995) said foreign-language anxiety is a kind of state anxiety which affects students in classrooms debilitating the oral performance of speakers of English as a second language. Also, anxiety has been associated to interfere in many types of learning but in this case it is important to relate to it essentially when it is presented on second language learning which is determined as second/foreign language anxiety.

In addition Spielberger (1983) defines anxiety as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the authentic nervous system. This fact is more evident when students have to develop oral performance which must be the most used nowadays which might allow teachers to know the level the performance of their students.

Tsui (1995) affirms when learning English as a second Language (L2) anxiety must be considered as an adverse event which is found in all classrooms and it happens often to students specially when students have to master the target language and perform in that language at the

same time. What is aimed to suggest some strategies for ESL students and teachers to reduce anxiety levels when speaking. To implement some strategies inside the classroom promoting the oral participation and also this will encourage conversation, even with big classes; the application of oral performance classes tends to be very difficult.

Regarding the big dilemma which impedes oral performance, it is important to mention research Andrade and Williams (2009) supports that the earliest investigations that recognized the important role of anxiety among the many variables that have effects in the foreign language learning. Brown (1973), Chastain (1975), and Scovel (1978) stated that anxiety was evident since the 1970´s but it was relatively incipient or in other words it was not very common in classrooms, but was in the 1980s when foreign language anxiety continued to grow rapidly and presented mixed results it was more evident in EFL which started to produce a big mysterious effect that needed to be more studied and valued in order to identify the possible effects and its solutions. Hence, after many studies and observations it was determined that foreign language anxiety is very different from the other anxieties thanks to the research by Horwitz and Cope (1986), which demonstrated that many people felt insecurity and impediment in the ability to perform successfully in a foreign language, but it was not the same reaction when they were in other situations. Therefore, they concluded that foreign language anxiety is very different from other anxieties and also it is more common when students are presenting an oral performance in a foreign language especially when they are in front of other people.

What is Language Anxiety (LA)?

What we are mainly concerned with here is knowing a little bit more about Language Anxiety, according to McIntryre and Gardner (1989), language anxiety is described as the way in which language is not developed, they explain that some students may face difficulties in

learning a language, especially when dealing with oral activities, that is how the students become anxious and may feel uncomfortable to make mistakes, and feel anxiety. Additionally, Shekan (1991) mentioned personality influenced students´ performance. Thus a shy introvert student can find language as a difficult experience, while the extrovert student is more probable to enjoy communication associated with language learning. In addition to the above information, teachers have to take into account that in all classrooms anxiety is present but the concrete Second Language Anxiety (SLA) is very different from others. Tsui (1995) affirms that classroom anxiety is a problem which is found in all classrooms. However, the anxiety generated by second-language learning is unique and different from others which are presented only when students have to express their knowledge in a foreign language.

Davu (2010) argued that anxiety in general can be defined as a difficult psychological term covering many variables. In its simplest form, anxiety can be defined as "a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating" (p. 31). Nevertheless, Foreign Language Anxiety as an apprehension which happens only in EF classrooms has been associated with a large number of negative outcomes that can be classified as a physical, psychological, or social.

According to Young (1990) the risks associated with speaking another language which induces to a highest anxiety as the author said "speaking on the spot" can have different signs of anxiety. For example:

• Students are more reluctant to speak in the classroom.

• Generally they tend to present nervousness.

• Refusal to participate.

• There is a limited risk taking in speech.

• Cognitive tension

As Shumin (1997) stated, affective aspects of the learners take part in the language learning success specially taking them to failure. One of some factors that affect learners is anxiety. Then it is important to point out that anxiety mainly is related to feelings like: uneasiness, frustration, apprehension, and self- doubt. Besides, Language Anxiety is a pervasive phenomenon associated with feelings of fear and apprehension.

What Causes Language Anxiety?

What causes language anxiety is a central question of this research study and is of interest to all language teachers and learners, as well as SLA scholars who are interested in anxiety and learning. Considering anxiety as a highly influential construct in language learning, SLA researchers have tried to investigate the sources or reasons that language anxiety can stem from within academic contexts, and have suggested a variety of strategies to cope with it. The fact that language anxiety is a psychological construct, it most likely stems from the learner's own 'self', i.e., as an intrinsic motivator (Schwartz, 1972, p.16), e.g., his or her self-perceptions, perceptions about others (peers, teachers, interlocutors, etc.) and target language communication situations, his/her beliefs about L2/FL learning etc.

Language anxiety may be a result as well as a cause of insufficient command of the target language (Sparks and Ganschow; cited in Horwitz, 2001: 118). That is to say it may be experienced due to linguistic difficulties L2/FL learners face in learning and using the target language. Within social contexts, language anxiety may be experienced due to extrinsic motivators (Schwartz, 1972; cited in Scovel, 1991: 16), such as different social and cultural environments, particularly the environments where L1 and L2/FL learning takes place. Also, the target language is a representation of another cultural community; there is a predisposition

among some people to experience such anxiety because of their own concerns about ethnicity, foreignness, and the like (Gardner cited in Horwitz & Young, 1991: viii). Social status of the speaker and the interlocutor, a sense of power relations between them, and gender could also be important factors in causing language anxiety for L2/FL speakers. A further detailed investigation of these factors could potentially assist language teachers to alleviate anxiety in the classroom setting and to make the classroom environment less anxiety-provoking and hence to improve learners' performance in the target language.

Types of anxiety

In the research conducted by Xiaoyan (2008) it is mentioned that Foreign Language Anxiety can be classified in three types; Communicative Apprehension, Test Anxiety and Fear to Negative Evaluation, the main concern of this paper is the anxiety in oral performance.

(a) Communication Apprehension (CA)

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: 3) One of the most studied topics in the field of speech communication is the tendency on the part of some people to avoid, and even, fear, communicating orally (Daly 1991: 3).

Horwitz et al. (1986: 128) define communication apprehension (CA) as "a type of shyness characterized by fear or anxiety about communicating with people". Most of the research in this

area is based on McCroskey's conceptualization of CA as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey's 1997a, p. 78: cited in Apaibanditkul, 2006: 3).

Communication anxiety may be specific to just a few settings (e.g., public speaking) or may exist in most everyday communication situations, or may even be part of a general anxiety trait that arises in many facets of an individual's life (Friedman,1980: cited in Taylor, 1987: 1). Learners' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate CA. These feelings of shyness vary greatly from individual to individual, and from situation to situation. McCroskey and Bond (1980, 1984: cited in 1987: 1) found seven factors that could result in a quiet child (this can equally offer explanation of adult CA);

(1) Low intellectual skills,

(2) Speech skill deficiencies,

(3) Voluntary social introversion,

(4) Social alienation,

(5) Communication anxiety,

(6) Low social self-esteem,

(7) Ethnic/cultural divergence in communication norms.

While communication apprehension is but one of these factors, the others can lead to communication apprehension. Daly (1991: 5) presents five explanations in the development of CA which can offer an insight into the issue of understanding what causes language anxiety for EFL/ESL learners. In the first place, he explains CA in terms of 'genetic disposition' indicating that one's genetic legacy may be a substantial contributor to one's anxiety.

Later in 1997, McCroskey (cited in Apaibanditkul, 2006: 4) stated the same: that children seem to be born with certain personality predispositions towards CA. Secondly, he explains CA in terms of reinforcement and punishment related to the act of communication. He asserts that individuals who, from early childhood, are greeted with negative reactions from others in response to their attempt to communicate develop a sense that staying quiet is more highly rewarded than talking. This can suggest, according to behaviourist learning methodology that the negative reactions to learners' errors by language instructors can reinforce their fear of making mistakes and future attempts to communicate. Related to this cause is the inconsistent and random pattern of rewards, punishments, and nonresponses for engaging in the same verbal activity. Another explanation Daly (1991: 5) focuses on is the adequacy of people's early communication skills acquisition.

Children who receive a wealth of early experience of talking are more likely to be less apprehensive than those who receive less opportunities of communication. The last perspective he emphasizes is that the children who have been exposed to appropriate social–interactive models of communication are generally less apprehensive than those who have been exposed to inadequate or less interactive models. All these five explanations suggest that development of CA in individuals' results from nature or their surroundings.

In case of situational CA, the causes are numerous. According to Richmond and McCroskey "these causes vary from one person to another or from one situation to another" (1998: cited in Apaibanditkul, 2006: 4). Buss (1980, cited in 2006: 4) lists novelty, formality, subordinate status, conspicuousness, unfamiliarity, dissimilarity, and degree of attention as the major sources of situational CA. Communication apprehension obviously plays a large role in second/foreign language anxiety. People who are apprehensive speaking in groups are likely to

be even in more trouble when doing so in a second/foreign language class, where "in addition to feeling less in control of the communicative situation, they also may feel that their attempts at oral work are constantly being monitored" (Horwitz, et al., 1986: 127).

This apprehension is explained in relation to the learner's negative self-perceptions caused by the inability to understand others and make himself understood (MacIntyre & Gardner, 1989, p.137). McCroskey (cited in Apaibanditkul, 2006: 4) labels this kind of apprehension - which Neer refers to as "apprehension about classroom participation" (1987: cited in, 2006: 4) - as classroom communication apprehension (CCA). The emphasis on group work and oral presentation in the modern communicative classroom can be particularly exacerbating for students who have communication apprehension (Shams, 2006: 9).

(b) Test Anxiety

An understanding of test anxiety is also pertinent to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz et al. (1986), "refers to a type of performance anxiety stemming from a fear of failure". Test anxiety is quite pervasive in language classrooms because of its continuous performance evaluative nature.

Unfortunately, for highly anxious students, second/foreign languages, more than any other academic subject, require continual evaluation by the instructor – the only fluent speaker in the class (1986: 129). It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (1986: 127).

(c) Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign language anxiety because it 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/foreign language class (Horwitz et al., 1986: 127). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well (Shams, 2006: 10). Horwitz et al. (1986: 127-128) believe that, although communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of second/foreign language anxiety, it is more than just the conglomeration of these three components: "we conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process". What makes language learning a distinct and unique process is its interaction with the concept of 'self'.

3.1. DISCUSSION

Anxiety is a phenomenon which is found in all classrooms, it might be generated in learning a foreign or second language. It is produced when students have to master the target language and perform in that language at the same time. Then after reading various theoretical contributions on the field, it can be seen that anxiety affects students' oral production, there are some causes, as follows.

1. Pressure by parents and teachers to get good grades at school in English

    "Parents and teachers press students to not only attain their potential, but to actually produce results beyond their ability". (MacIntyre and Gardner, 1991, p.112). According to the concept of the author, pressure from parents and teachers can motivate students anxiety affecting their oral production; This affects your peace of mind and therefore hinders their attention; your senses are more oriented towards the interests of parents and teachers to their own interests.

2. Traditional teaching method focus on grammar and vocabulary

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"Due to in those schools teachers still continue using a traditional teaching method which just focus on the grammar and the vocabulary". (Informe General Pacto Global – COE, 2015). The report recognizes that there is a weakness in the teaching of English, because skills are not developed in the four dimensions required for the same domain, which are writing, speaking, listening and reading; vocabulary and grammar contribute to the development of these areas of learning but not replace the educational effort.

Therefore, it can be deduced that one factor that motivates students anxiety lies in the methodology of teaching English language.

3. Lack of awareness when integrating learners' desires, feelings, opinions, judgments in the context of social interaction.

This social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can clash with the formal nature of the classroom when teaching speaking. (Gumperz, 1999).

The author contributes to the understanding of social interaction and expression through desires, feelings, attitudes, opinions and judgments; this contribution is considered important in the production of oral English language students, motivates this research topic; For it is through these expressions it makes visible the student learning and development of their ability to speak English; therefore it is an aspect that should be considered by teachers for teaching language learning.

4. Weakness in meaningful communication in the classroom

Teachers play an essential role in the acquisition of this skill in that they are in charge of promoting meaningful communication in the classroom. In relation to language teaching, (Applegate,1975). The contribution of the author, allows to recognize the importance of meaningful communication in the classroom, which must be promoted by teachers.

Therefore, it can be said that to succeed in the learning of speech in English, it is important to target a pedagogical approach that communication activities according to the interests of students who achieve capture their motivation and attention are included.

5. Lack of active participation of students in English learning activities in the classroom.

The indirect approach is based on the idea that speaking skill is formed through students 'active participation in interactive activities such as discussion, role-play, information gaps, and problem-solving activities (Dornyei & Thurrell, 1994, p. 41). The author highlights as an important aspect the active participation of students; therefore constitutes a relevant factor to strengthen speaking skills in English.

Therefore, we can say that interactive activities such as discussion, role playing, problem solving should be included in the action plan for teaching teaching language learning.

6. Emphasis by affecting grammar in implementing a conversational approach.

"Remarks that classrooms and textbooks are still widely grammar-driven which makes any conversational approach difficult to apply. In addition to the right approach, speaking classes also require a variety of facilities (textbooks and audiovisual media), activities, adequate training, and opportunities to interact with the target language". Nunan (1999, p. 241)

The contribution of the author leads to reflection on the need to emphasize to the maximum number of opportunities to practice the language in meaningful contexts. Therefore, the task of a teacher is to help students master the pronunciation, grammar and vocabulary; thus prepares to interact in real communication.

7. Fear of making pronunciation mistakes, limited grammatical, vocabulary knowledge.

There are many reasons for why EFL learners experience speaking anxiety, such as: fear of public speaking, immature vocabulary, fear of making pronunciation mistakes, limited grammatical knowledge, unpreparedness, fear of being laughed at, taking an oral test, native speaker effect, error correction style of the teacher, levels of English proficiency, worrying about being understood or not, shyness, and low self-confidence. (Wörde, 2003; Ohata, 2005; Woodrow, 2006; Awan et al., 2010.; Dalkılıç, 2013; Park & Lee, 2005). The contribution of the author suggests that one of the factors affecting student confidence to express their oral production in the language of English is the fear of making mistakes related to pronunciation, grammatical structure, vocabulary usage and hence produce laughter and judgments by those who listen.

8. The lack of creativity and attitude of students in their learning process English language.

The importance of the innatism resides in the fact that Chomsky (1969) insists on the "creative" aspect. It means the aptitude that the person who uses the language has to create or to produce a number of infinite sentences, never expressed or heard before. The author detects that the lack of creativity and attitude of students in their learning process of the English language is a factor that causes them anxiety; therefore it is a call to build and strengthen creativity and attitude that will favor their confidence to share with others their oral production.

4. PEDAGOGICAL RECOMMENDATIONS

Known that anxiety might cause a negative influence on second/foreign language learning and communication in the target language, it is important that language teachers not only recognize that anxiety is a major cause of students' lack of success in L2/FL communication but also help them to keep their afraid away about their communicative skills and make them feel comfortable about those. So some suggestions are given:

1) Taking into account that the existence of the feeling of anxiety in learning in the speaking English in ESL/EFL should be consider by instructors. Then should take initiatives for its effective reduction. They should identify individuals with signs of stress and anxiety and should apply appropriate strategies to help them counteract these feelings. Three approaches (cognitive, affective, and behavioural) presented by Hembree (1988: cited in Ying-Ling & Kondo: 2004: 259).

2) A truly communicative approach should be adopted to provide students with more chances to practice their speaking skills.

3) For active participation in the classroom discussion, it should be ensured that students are provided friendly, informal and learning-supportive environments. This can be done by teachers' friendly, helpful and cooperative behaviour, making students feel comfortable when speaking in the class.

4) Teachers should encourage students to have the confidence to make mistakes in order to acquire communication skills.

5) In order to allay students' fear that their mistakes in front of the teachers will influence their end of course grades, more emphasis should be given to formative assessment it should be used an assessment for learning that means that students have to find the useful function of a language rather than a subject school function of it.

6) The teachers should initiate discussion in the class about the feelings of anxiety and should take measures to reduce the sense of competition among them.

7) To encouraging students to feel successful in using English, teachers should avoid setting up activities that enhance the chances for them to fail.

8) Teachers should also make sure whether the students are ready for the given activity and have sufficient ideas and lexis to complete the task successfully.

9) Finally, there should be some specific teachers training courses on language anxiety in order to make teachers aware of this complex issue and, hence, alleviate it.

10) Furthermore, in most of the cases, the English language is not used during the English lesson but also Spanish is used.

Ways for the learners to reduce anxiety

1. Examine the thoughts that cause the fear. Recognize that the fears are unfounded and unwarranted. It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that is not a requisite for success.

2. Learn how to relax. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Stretch arms and legs for additional muscle relaxation. Exercise turns nervous energy into positive energy through a calming release of chemicals.

3. Know what you want to say. Think through the ideas that you want to express that the vocabulary, structures, and intonation that are appropriate to correctly express them.

4. Concentrate on the message rather than on the people. Do not worry about what people may think if you make a mistake in the message you are trying to communicate. Instead concentrate on producing a message to make communication successful.

5. Become familiar with you audience. Get to know your classmates. The better you know someone the easier it is to speak with them.

6. Get to know the instructor better. Greet them at the beginning and end of class, and ask questions that you may have about English after class. This will make it easier to interact with the instructor during class time.

7. Avoid sitting in the rear of the classroom. Gradually move forward to the middle or front of the class. Closer proximately to the person you wish to speak to make speaking easier.

8. Gain experience to build confidence. The more you speak English, the more confidence you will have in speaking easier.

Ways for the instructors to reduce anxiety

1. Exhibit genuine concern for students and their language learning. If students detect that their instructor has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning.

2. Provide a warm, reassuring classroom atmosphere. Walk around the room. Make occasional contact with students by tapping them on the shoulder or patting them on the back. Use humor in sufficient amounts.

3. Provide students with a maximum of speaking time in a non-threatening environment. Incorporate small-group activities, role plays, and pair work into your lessons.

4. Incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviating it.

5. To create a more relaxed and comfortable classroom atmosphere, song activities may be introduced into the lesson. In addition to the common fill-in-the-blank listening activity, formats such as multiple-choice word selection, spotting the differences, arranging the lines, strip lines, and matching sentences halves may be used.

5. CONCLUSIONS

The previous study concluded that: This research has provided valuable information on language anxiety that involves many factors that must be viewed from a variety of perspectives and approaches; among them can be mentioned: Pressure by parents and teachers to get good grades at school in English; continue using a traditional teaching method which just focus on the grammar and the vocabulary; fear of making pronunciation mistakes, limited grammatical, vocabulary knowledge; emphasis by affecting grammar in implementing a conversational approach; no acknowledgment of the integration of desires, feelings, opinions, judgments in the context of social interaction; weakness in meaningful communication in the classroom; lack of active participation of students in English learning activities in the classroom; the lack of creativity and attitude of students in their learning process English language.

Taking into account a variety of studies clearly indicate that the most anxiety provoking skill in L2/FL (English) learning is speaking skill; according some experience from the learners they feel anxious and nervous while speaking English in front of others. That afraid is manifested by learners through to skip or escape the situations, which demand speaking in front of others, either in the classroom or outside of the classroom. It could be due to a threat to peoples' self-concept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals (Horwitz et al.,1986: 128). So it is necessary create possibilities or enhances the chances of reduce the language anxiety of ESL/EFL learners, giving them the opportunity to challenge their communicative abilities.

Among the factors which produce a highly anxiety levels are the evaluation by the teachers, peers, and by a learners' own 'self', accompanied by high expectations and beliefs

about L2/FL learning. Thus teachers should change their teaching way which turns it into a learning place rather than a performance one. The anxieties of students make them become angry which is manifested of low proficiency or lack of confidence in general linguistic knowledge. The learners express many problems and difficulties in learning English language, like grammar, pronunciation, modal verbs etc., which are commonly thought to impede the fluency of the ESL/EFL learners and hence, are perceived to be major obstacles in achieving the desired performance goals in English language. When the learners start to feel such anxiety feeling they get frightened which provokes the lack of success when trying to achieve their communicative goals so the lack of confidence in their general language knowledge bring a level of anxiety in them when they are asked to handle any communicative situation. One of the most remarkable tips which has to do with the English speaking performance is the lack of suitable input and chances of practicing speaking skill output in the social contexts where English is not used as an L1. Something to take into account about the anxiety problem is that the language teachers must change their attitude in order to understand this phenomenon in the learners. Then, it requires the application of modern approaches that lay emphasis on enhancing learning opportunities in an environment that is conducive to learning.

Then, it can be said that anxiety issues affect beginners' oral production in the in the English and French Program at Universidad de Nariño because, anxiety is present when learners' have to talk in a foreign language and it is more intense when speaking in front of other peers. If not controlled, anxiety might be able to block students' participation and in consequence, they might feel frustrated. Teachers should be able to foresee and avoid high levels of anxiety in class by the following steps below.

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