



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

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The Effectiveness of Open Air Classes in Teaching the Speaking Skill and Reducing the Level of Speaking Anxiety

The Case of Master One Students at the English Department –

Abbes Laghrour University - Khenchela

*A dissertation submitted in partial fulfillment of the requirements for the degree of Master in
Language and Culture*

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Board of Examiners

2023

Acknowledgement

In acknowledgment of our gratitude, we praise and thank ALLAH almightily, for enabling us to complete this modest work. On this pleasant occasion, we extend our sincere thanks to the supervising professor **Dr. Fayçal Saoudi**, who accompanied us throughout this research, more for what he gave us of valuable guidance, advice and patience.

Many thanks to every professor who has informed us of his knowledge from the first years of study until this moment.

We also raise the highest meanings of thanks to the sample group that accompanied us in the success of this research, Master one students of English department each by his name, and for the unforgettable moments we had with them.

Without forgetting the members of the discussion committee each by his name, to kindly discuss this dissertation.

Finally, we cannot fail to express our gratitude to everyone who helped us in a way or another in accomplishing this modest research.

Dedication One

After thanking ALLAH for granting me success and supporting me with strength, patience and hope to complete the journey, I would like to dedicate the euphoria of ending a happy chapter to myself first, for my perseverance and effort, my determination to succeed despite everything, for turning my pain into fuel, for my desire to reach the top, and for my belief in goals rather than dreams.

I dedicate all my years of success to my beloved **mother**, the fighter and the strongest woman ever, who not only was the source of my strength and the reason for being who I am today, but also assumed the role of a father. I stand speechless to praise her with words, my guardian angel with her supplication, and my heaven whose voice and embrace absorb my sadness.

Then dedication is to the soul of my dear **father**, my shield and angel in heaven, who left me before I saw the look of pride that meant everything to me; thanks to him I am here, and just for him I will. In fulfilment of his wishes, I drank the bitterness of life after him, just to imagine his happiness with my success, I did it today for you, dad.

To my beloved sisters, for their support in every step and constant pride from the very beginning, without forgetting my nephews who see me as a role model in everything.

To my beloved friends, the light in my darkness, who adorned my memories with laughs, especially Khouloud, a gift from god in my way, the mirror of my soul, and my partner in success.

Last but not least, this dedicated to everyone who supported me in word or deed, even to those who didn't, here's to all of you.

Huda.

Dedication Two

Above all, Praise be to ALLAH who enabled me to value this step in my academic career. It is a moment I have always been waiting for, and for which I gave my efforts, tiredness, and patience.

It is the moment of my graduation, and the fruit of my successful years.

Today, I am here to dedicate this work:

To the one who taught me that patience is the path to success,

Who sought for my comfort and my success,

My support and role model in life and the greatest man in the world,

my beloved **father** may Allah prolong his life.

To the one who supported me in her prayers and supplications,

The one whose satisfaction is my goal and my ambition,

The source of my happiness, my dear **mother**, may Allah prolong her life.

To the most precious people in my life, my lovely sisters: **Aya and Razika**.

To the source of my strength, my dear brother **Amine**.

To the friend of my life, and the light of my eyes **Huda**, thanks to her, that I knew the meaning of the true friendship.

And to all my sweet companions **Hiba and Selma**, with them I spent the best moments, and we created the most beautiful memories.

Last but not least, this is dedicated to all those who love me and believed in my success.

Khouloud.

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EFL (English as a Foreign Language)

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Abstract

The Speaking skill has become a necessity rather than a luxury in learning English as a foreign language. So, the search for ways and methods to effectively teach, learn and improve it occupies the interest of many scholars and researchers. Accordingly, this paper seeks to investigate the role of the open-air classes in enhancing this skill through treating the issue of speech anxiety that accompanies EFL learners. In order to have an accurate examination of the open-air classes' effectiveness and a better understanding of its role in reducing speech anxiety among the EFL learners, the study adapted a mixed method research design. More precisely, a teaching experiment was conducted with fifteen (15) master one students of English at Abbas Laghrour Khenchela's university, who were then interviewed about their attitudes and reactions to the open-air classes' experience. The results showed, after a statistical interpretation using the t-test to compare the scores of the pre-test and post-test, a significant decrease in the speech anxiety and stress levels among the students. The results of the conducted interview with the sample supported the positive results of the adopted method, as their impressions were good and encouraging, especially with regard to boosting speaking skill and psychological state. Therefore, it can be concluded that the implementation of the open air classes in teaching speaking can improve this skill through reducing the speech anxiety among EFL learners.

Key terms: EFL learners, EFL Teaching, Speaking skill, Open-air classes, Speech Anxiety.

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General Introduction

Overview

In today's globalized world, English has become the universal language of communication with over 1.5 billion people speaking it worldwide. The ability to speak it fluently has become a valuable exigency in many fields, including business, education and tourism. However, for many English as foreign language learners (EFL), speaking skill can be a daunting task as they struggle from a various factors, especially the psychological ones, such as shyness, public fear and anxiety, that hinder them from perform and speak up freely. Speech anxiety then , is a prominent and complex phenomenon that extends its roots deeply in the students 'psyche, and gradually grows to make their speaking skills trapped in stress and fear of making mistakes and receiving frustrating feedback. Most of the attention has been always focused on improving the performance and achievement of students , in light of neglecting the psychological aspect and the appropriate motivational environment for production . This where new methods like open air classes come into plays, as an alternative andragogic strategy to help students alleviant their public speaking anxiety.

This is not a spur of the moment, as the history of the open air classes is ancient and ramified dating back to decades, with different names and various topics.

It is worth noting that this method achieved remarkable success, especially with regard to honor the role of environment and nature in improving students' psychology, and liberating the gift of creativity in any area under study, most of which were related to scientific subjects such as biology and geology, or as an educational medical supplements for students with special needs, decades ago.

Accordingly, keeping pace with the requirements of the 22nd century, insists on the need to shed more light on the reinforcement of the language four skills, chiefly the speaking skill which has become a must.

Therefore, this research seeks to determine the role of the open air classes' method in improving the speaking skill, and bridging the gaps of the traditional classrooms, especially with regard to addressing the problem of speech anxiety, stress and even public speaking anxiety or phobia, which constantly frustrates the student's determination, and affects his self –confidence. Thus , making the learning process imprisoned in the bubble of fear of expressing and speak up, which all leads to retreat in students' level, and creates a psychological complexes that require treatment and intervention .

1. Basic Concepts

Speaking

Speaking is the primary tool of communication through which people sharing ideas, exchanging opinions, and transform a message to others , using language (symbols, voices, words, sentences...). The term is widely defined by many researchers, Bailey (2002) defines speaking as «. ..The productive aural/oral skill consists of producing systematic verbal utterances to convey meaning » (p. 124). Widdowson (1985:57) states that Speaking is a means of oral communication that gives information, involves two elements, namely the speaker who gives the message and the listener Who receive the message. This means that, the speaking is a receptive skill.

Learning a foreign language needs to deal with the four skills that should be acquired. And the speaking skill is considered as the most important skill by which learners practice their language orally. Lado (1961:239-240) defines speaking ability as “The ability to use in essentially normal communication, **stress, Intonation**, grammatical structure and vocabulary of the foreign Language at normal rate delivery for native speakers of the language”.

Outdoor activities

The outdoor activity is a kind of activities that make the learning process enjoyable and suitable; it can take place anywhere in a natural settings but not indoors. According to Miskimmin (2005: 1), the outdoor activity is an exciting means of providing opportunities for huge learning and personal growth.

Outdoor Classes

Outdoor class has relation with experiential learning. It is generally concerned with learning that depends on first-hand experiences which connect the learner with real people and real issues . Further, Kimbro states that an outdoor classroom provides an opportunity for students to gain knowledge and obtain skills in a natural environment and teacher can allow students to learn by taking a hand on approach to almost any subject in an outdoor setting

Outdoor method

Outdoor learning method is a method of learning, that take place in natural settings which benefits the body and the mind; it can be considered as a kind of motivation, especially for learners. According to Mulyasa (2005) outdoor activities is one of the teaching method where students are guided by the teacher to go to place or area for learning and observing something. While, Hamalik (2005) states that outdoor activities is a visit to certain place outside the class that is done as academic activities and it has an educational purpose.

Types of outdoor Activities in Teaching Speaking

There are many activities in designing speaking classroom as follows;

a/ Communication games

Communication games are designed to provoke students between students depend on an information gap. So that, one student has to talk to a partner in order to solve puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures. These games aim to familiarize the students in speaking while practicing fluency in speaking in accordance with the existing rules from the teacher.

b/ Discussion

Discussion is a class activity where everyone in the class has the right to express his opinion and respect the opinions of others. However, discussion activity may fail because students are reluctant to give their opinion in front of the whole class, particularly if students cannot think anything to say or confident of the language, they might use to say it.

c/ Prepared talks

It is a popular activity in teaching speaking where students prepare their own presentation based on the topic given or even the topic of their own choice. Students have written the topic and prepared well before the class. So, they represent it from their note rather than a script.

d/ Simulation and role play

Simulation and role play can make the students take an imaginative leap out of the confines of the classroom and provide a useful real-life language. Taking the class outside while did simulation and role play is a good idea. The students will find many materials to be used in this activity (Experiential Learning). The view of outdoor class represents their real-life place. 26Jeremy Hermer, *The Practice of English Language Teaching*, 3rd Edition, (Longman), 271-275.

Anxiety

The term of anxiety is a part of abnormal psychology that deals with emotions and feelings of fear and worry; it may cause many problems in life. According to Horwitz, (1986), “Anxiety is the subjective feeling of tension, Apprehension, nervousness, and worry associated with an arousal of the autonomic Nervous system”. Anxiety is also defined as distress or uneasiness of the mind caused by fear of danger or misfortune (Suleimenova 2012).

Darajat (1929), defined anxiety as a manifestation of various mingled emotional process, which occur when a person experiences feelings (stress), or frustration and inner contradictions.

Speech anxiety

Habiburrahim et al. (2020, p. 255) describe speech anxiety as a feeling of uneasiness that affects human emotions in a negative way and can lower people’s self-confidence. Which means that, speech anxiety can lower students’ self-confidence and hold them back when they are in a situation where communication is needed. Thus it is a state that can be a lasting feeling that people suffer from in more than just one specific situation, a feeling that feeling that wake up in particular settings . Anxiety can also cause physical reactions, such as a blushing face or shaking body or voice, blankness, butterflies in the stomach, sweating and hesitation, or though some reactions to the discomfort experienced may be more internal and emotional than what can be seen physically. Speech anxiety, within an English learning context, is a frustrating

worry and negative emotional reaction aroused when learning or using a second and foreign language like English.

2. Statement of the problem

The majority of the students believe that the classroom is the only place to learn the English language, where they can practice the four skills: listening, speaking, writing and reading. But acquiring a foreign language can take place anywhere outside the casual classrooms. The speaking skill is considered as the very important skill, because it is a mean of language acquisition and communication. Students do not practice this valuable skill as it should be inside the classroom, especially in oral sessions, the students are restricted by the teachers' instructions, as the center and the source of information. Consequently, the students' oral performance is noticeably weak and poor, with the lack of communicative creativity and expressive courage. Due to the importance of this skill, students are in a serious need to improve their oral fluency, reinforce their speech confidence through experiencing a new method. One of the common problems might be related to the classroom atmosphere. As far as the speaking skill learning is concerned, the learners require a comfortable, relaxing, and entertaining atmosphere that would help them to be in a suitable, stress-free psychological state.

Moreover, the atmosphere of indoor classes, with the effect of the four walls, causes stress and anxiety, where the learner feels the "all the eyes on me" case. This might cause speech anxiety and stress (glossophobia), one of the most prominent factors of hesitation and loss of self-confidence (the very inherent obstacle to the speaking skill).

In this research, we propose the open-air classes as a possible solution to the speech anxiety and stress the EFL learners/students suffer from, for this type of classes is more natural and relaxing. More importantly, it provides a friendly atmosphere, which is different from the formal academic environment that pressures the learners.

3. The Aim of the study

The aim of our research is to determine the effectiveness of the open-air classes' intervention in teaching speaking skill through reducing speech anxiety among EFL learners, and provide practical response to the problem of the speaking stress. Therefore, the following objectives are targeted:

- Investigating the effectiveness of open-air classes in improving students' psyche and mood and reducing anxiety and stress.
- Understanding the role of open-air classes in the teaching process through the students' reactions and attitudes.
- Raise the teachers and students' awareness towards the role of environment in mastering the oral and speaking skill by suggesting a communicatively motivating ways.

4. Research questions

The present research work is directed by the following research questions:

- Is the open-air classes' method significantly effective in reducing the degree of speaking anxiety at master one students of English department -Abbes Laghrour Khenchela's university?
- What are the students' attitudes and reactions to experiencing learning speaking in open air classes?

5. Research Hypothesis

To answer the questions raised in the study, the following hypothesis has been set:

There is a significant retreating in the degree of speaking anxiety and stress among master one students after studying in open-air classes.

6. Significance of the study

Assuming that the majority of students have significant and shared difficulties when it comes to using the speaking skill during natural conversation in oral sessions, this study was expected to solve this problematic situation and gives the benefits for:

The students

- To experience different learning methods about developing their speaking skill and update themselves with new methods.
- Encourage the students to master the English language orally
- Enrich their oral proficiency and feel more confident when they speak .
- Express their ideas freely and discuss free topics with colleagues .

- Solve their problem of speaking anxiety and fear of public by experiencing suitable strategies .

The study will also be equally important for **the researchers** who want to carry out further research work related to speaking skill:

- The researchers are able to notice what kind of effective method would like to the students motivation.
- Make the researchers know the importance of the new method (open air classes) in retreating the students' anxiety degree when they speak .
- Notice what is the suitable teaching- learning method for the learners
- This research is expected to enlarge the researcher's knowledge by directly going to the field and provide experiences to the researchers in the field studied.

For Teachers and the curriculum designers

- Teachers can improve strategies to facilitate the teaching process for EFL students.
- Update themselves with alternative methods and try to apply them in their programs
- Openness and saturation with the culture of teaching outside the classroom especially with regard to oral session.
- Adopting teaching speaking skill in open air class as a mean of motivation in terms of reducing the speaking anxiety for learners.

7. Thesis structure

This thesis is divided into chapters, in addition to a general introduction and general conclusion. The first chapter is about the literature review , in which a comprehensive overview is provided about the open-air method, including its history, development and its use in various subjects and areas. Plus, identify the key features of the method mentioned, such as the fresh air, and the use of the outdoor spaces; and describe how this features can be to enhance learning while treat several issues. Moreover, to give an overlook about the existing literature on the open-air classes in different educational settings such as language learning, science education and physical education. Precisely, to review the previous studies those have investigated the relationship between the open-air classes' intervention and students' performance, engagement, and well-being.

While the second chapter deals with the methodology used on this study, including the sample size, the selection of the participants, and the procedures used in data collection. Furthermore, it describes the intervention used which is in this case the open-air classes, and how it was implemented during the quasi-experiment process, as well as the interviews conducted with the participants. Then, the results of the study are reported and discussed in relation to the research questions and hypothesis. The chapter closes with limitations of the research and some pedagogical suggestions and recommendations as new directions for further studies.

Chapter One:
Literature Review

Introduction

In this chapter, will give an overview about the history of the open-air classes' method from Handful previous studies, as a way to teach and learn several subjects, and activate some Skills and capabilities, in addition to being an educational medical supplement. Therefore, to Determine the importance of this paper to cover some gaps that will direct the course and the Objective of this research.

Review of Previous Studies

In the modern era, everything has evolved including education, especially during and after the corona pandemic, where the teacher besides giving lessons, was forced to search for alternative classes, to keep the rhythm of motivation and eliminating the routine boredom. Jim scrivener mentioned that classroom environment is a part of classroom management. Accordingly, many schools specifically preschools and elementary ones have adopted the open air classes which first appeared as "The Forest Schools ".

The forest kindergarten, outdoor nursery or nature school, first emerged In Charlottenburg, a suburb of Berlin, Germany In 1904, where physically debilitated children, mentally subnormal and delicate ones, were transferred to the pure invigorative air of the city. Dr. Baginsky, a physician who devoted his time for the need of such children, let to the idea of a school where both education and health may be provided, and the result was the Charlottenburg forest school, it was a great success paved the way for 10 leading cities in Germany to adopt the plan. the need to advance the Educational standards in parallel with the health of the sick pupils made both teachers and physicians agreed on to make it a recuperating place for anaemic , nervous scrofulous children , and those who have slight heart and lungs troubles .the positive public opinions towards the effectiveness the kindergarten attracted the attention of the European educators , among them , a medical expert Dr.Frederick Rose , his report about the fame of the German waldkindergarten to the London County Council in 1907, was the foundation stone of the first experiential open air school in Bostall wood near London .A school where one hundred anaemic and tuberculosis children received a special care and program . The success of this experiment led to the extension of this work in three different

spots in London. In addition to those for sick children, many normal and private schools were inspired by the open design of windows and then walls for their ordinary pupils.

Many major cities like Liverpool, Manchester and London have opened their country schools during the summer period for the treatment and the compensation of delicate children while doing nature study , manual training and domestic duties .

Since the health considerations come first, the method of teaching had to be modified to meet the need of such pupils, in each preventoria, sanatoria and hospital open air school, education did not received as much attention as the health, because the most prominent reason to spend a fortune on building such equipped historical places, was to protect the state and the children from the spread of diseases.

Intellectual activities and courses varied between history, especially after the World War two, as it left psychological and social scares that need to be studied and corrected. Writing and poetry inspired by nature, philosophy and reading books, doing art , music and drawing . also nature study and geology , and of course physical exercise classes in swimming , gym and special baths of varying intensification in line with the healthy development of pupils in the cool air under the supervision of specialists , doctors and teachers whom have a unique relationship with those kids in their second home .

Since then , it become a tendency all over the world , kindergartens were opened in Italy 1909 , France 1911 , with different names , and then Denmark created by Ella Flautau in the early 1950s , as the stark mix of forest kindergarten and the traditional daycare . the same method was adopted by Sweden and Norway under what is called “friluftsliv “ or “ true air life “ , where children are taught to be adventurers, and educated in the ways of survival and coexistence with nature. .

The spirit was passed to the United Kingdom in 1995, when educators and nurses from the reconnaissance mission were astonished by the Danish forest school and how it works. This widespread influence contributed to the formation of the first nature setting school in the United States in 1996, California. The flame of this fashion has not been extinguished in the major cities of the world, New Zealand, Australia, China, Canada, as well as Japan.

“Mori –No-Youchien”, the Japanese forest schools were a natural refuge to mitigate the strict rules in ordinary schools, and to protect children from the stress and the tension caused by long study hours. It allows students to develop their confidence, creative skills and social intelligence through group activities such as camping in a natural and peaceful landscape, observing the succession and the cycle of seasons and studying the living organisms.

“The Significance Of Mori –No- Youchien (Waldkindergarten : Forest Kindergarten) In Modern School Education “, an article written by Mitsuyuki IMAMURA in(2014), in which he analyse the major characteristics , types” the everyday , the event and the integrated one “ , stressing the importance of the everyday type as a nursery and daily educational service , where learning embrace nature , become healing process and reflecting the solidarity of the Japanese people through donation and the contribution for Education and children .

Generally, the open air schools movement throughout history, shared a basic purpose as other nurseries, which is providing mental, psychological and physical care for all children with different needs, as well as, ensuring a smooth courses of lessons with slight modifications that suit their conditions imposed by evolution and necessity.

Nowadays , outdoor experiential or nature based education is a comprehensive umbrella for everything related to teaching and learning outside the four walls of the traditional indoor method , including many forms , interests , topics and researches .

Several studies have been conducted with a deep focus on teaching scientific subjects, that require an outside classes in order to study habitats, the effect of changing seasons on plants, physics, and the ecological harmony and the impact of its disturbance on the basic natural resources of life, mathematics and art , or fun and games to strengthening the bond between the child and the nature as the priority of the elementary level . Implementing the experiential learning once or twice a week. An Atkinson (2010) state that recent researches show that learning not only takes place in the mind, instead he argued that it takes place through the interaction between the mind, the body, and the world. the interaction with nature is of a great importance for the children’s physical ,emotional and intellectual development Especially in the sensitive and transitional childhood stage, that spread the cultural awareness of nature base education, and the need to integrate it into the educational system.

Thus, a study made in Australia in (2016), “Place-Based Outdoor Learning Enriching Curriculum: A Case Study In An Australian Primary School” , inspired by the Danish and the Scottish forest schools’ program . The children participated in this study were 27 (14girls , 13boys) of five to six years, plus eight focus others for depth understanding .The researcher taught English , science , human society , health and physical education , implementing visual methods , place-based activities .

The results of the instruments used for collecting data showed that, the inclusion of such activities effectively impact the students’ self-regulation, social relationships and . behaviour once they become more resilient and independent. Furthermore, they display a state of enhancement in vocabulary, proficiency and motivation, engagement in tasks and creativity completing artworks .overall, the place-based learning program was a success at the connectedness between child and nature within a curriculum model, specifically if the activities designed are in accordance with their age, needs and capacities.

To find out that , a study titled “ the effect of outdoor learning activities on the preschool children “, in Turkey, 2017, went to discover the remarkable effects of the kindergarten on preschool children during this critical period, when they construct their self-conceptualization in touch with the surrounding environment , and stimulate their senses to discover the world

This research had a quasi- experimental design on one group based on both pre-test and post- test model, with a total of 35 children (16 boys/19 girls) aged 5 years , were selected randomly to be the segment of the study from low socioeconomic status families in Izmir, Turkey. The progress lasted for ten weeks, four hours a day, where 90 outdoor activities based on the program of the Turkish ministry of education are prepared to observe and enhance the children’s cognitive, motor, linguistic and socio-emotional skills. Each day, children stimulate their five senses together to create a nature album in which they categorize objects and things from the nature according to their features, color, size, smell, texture and length. The comparison between the scores of pre-test and the scores of the post-test, revealed significantly and statistically improvement in the each target skill to be observed , cognitive skill reached good levels , linguistic, social – emotion , motor and psycho motor have improved remarkably after the kindergarten activities .

A similar study posted in a journal conducted by Ozcan Palavan , Volkan Cicek and Merve Atabay in (2016) , in Turkey , under the title “ perspectives of elementary school teachers on outdoor education” The researchers built their study on the opinions of 18 elementary

Turkish classroom teachers (11 females , 7 males), selected from both public and private schools , the interviews aimed to reveal about their awareness and experiences with the outdoor education as a new applied method in the elementary program level , whether they use it or not, and what they think about it, regarding their students' development and attitudes . At the of the study carried, the results revealed that the efficiency and effectiveness of the outdoor activities based on the teachers' familiarity with it, knowledge, design, arrangement, and procedures. Since they are the responsible of the choice and the use of the teaching method. The teachers displayed a positive reaction towards the new alternative setting ,once it was a success and beneficial for both them and their students to show a well-being state and harmony cooperation during the process ,while they suggested to apply outdoor education anywhere out of the crowded walls of the school ,but in places such as museums, beaches , aqua parks, hospitals ,and forests, rather than limit it to the school yard. In time when some teacher who never employed the outdoor techniques because of the limited time and the restrict curriculum wished to go for it.

“Teacher And Student Perceptions Of An Outdoor Classroom “, a mixed methods study took place in Charter school located in the southeast region of the United States in(2019). The study lasted for six weeks , conducted with two kindergarten teachers, and 37 students of 5 and 6 years , among them 5 children with disabilities (autism and language impairment requiring outside speech service), to capture their perceptions of teaching and learning in the new constructed outside settings , compared with the traditional classrooms . based on observational data collection , during the literacy block (MMNOR) time , and free time . Later on, online surveys for teachers, and informal random interviews for 13 children at the end. Teachers show positive attitudes from both their experience and the children's performance. The result of the surveys and interviews demonstrates that teachers enjoyed teaching in the nature, since their students find the experiential learning beneficial and pleasant. As for the opinions of the students, they were generally positive and encouraging. They had the opportunity to create and play, as well as increase their nature contact by nature activities, making bird feeders and creating butterfly gardens .Specifically, children with special needs who display notable positive interaction, enhancement in the behavioral progress, more concentration with less destruction in the group work, well-being state and show an appetite for more outdoor classes. The encouraging echo of such studies interesting in harvesting perspectives, led to the expansion of the circle to include ministries and parents.

Speaking of parents, the most concerned about the safety of their children are the Arabs , and this also includes the superintendents and teachers who express fear of outside classes.

Accordingly , a study was conducted in Canada , in (2020) entitled “An Explorative Case Study Of The Perceptions And Attitudes Of Lebanese School Educators Towards The Integration Of Outdoor Education In The Teaching Of School Curricula “ , By Ziad ,F, Dabaja . to explore how famous this concept is in the middle eastern Lebanese schools , and harvest the perceptions of the Lebanese elementary educators from both private and public schools . the results of the interviews indicated that , most of the educators agreed on the effectiveness of the outdoor classes in improving the students’ social skills as well as their mental and emotional health , an appreciation for the natural environment, and booster their motivation . the only obstacle to embrace this environmental way of teaching remains the lack of collaboration between teachers and administration regarding the program modification .

Moving from the era of attitudes and perceptions , many of those interested in the phenomenon of nature based education saw the importance of discovering its impact on several skills , abilities , angles and fields .accordingly a research underlined : “ A case study of Experiential Method in EFL Listening” in (2016) by Dongmei Sheng . the researcher built her study on a comparative experiment between experimental method applied on 53 freshmen at Jilin Business And Technology College In China , and the traditional way of single dimensional training with a total of 52 freshmen from the same college .

The researcher adopted this alternative method in teaching listening to enhance and develop the student’s capacities through listening activities depending on pre-listening, and post-listening. the findings of the research indicated that the experiential teaching method was welcomed by the students during English classes, through the score of post listening, the results showed that the experimental group taught by implementing experiential learning method , achieved higher score in listening activities than those who were taught by the traditional one .Thus, the new method had a positive effect on the performance of the college students’ listening ability, and it was effective and useful , as it is expected, this suitable method enriched students’ listening skill and effected their speed and accuracy of recalling and remembering , via tricky sounds , key words.

And because each level has a specific system , it was necessary for the educators of higher grades to investigate the background of the experiential theory , its major concepts and how to integrate it in their teaching curriculum , this was suggested by a study “ Experiential Learning Theory As A Guide For Experiential Educators In Higher Education “ in (2017) , in order to enhance their teaching effectiveness , rebuild their educational system in a way that fits the student and increase their engagement and achievement .

Beside the dissertations, there are also some articles shed light on teaching a class outside. Jill Suttie (2018), in his article, he focused on” The Surprising Benefits Of Teaching A Class Outside” ,focus more on the teacher, the teachers should try and find a meaningful way to teach the students and facilitate the process of learning, and make them absorb lessons easily. this new study was at third grade students from two classrooms in their Biology lessons, half of them taught out class while the other half remained in the classroom ,the lessons were oriented about biological subjects and topics like understanding the process of decomposition , classes outside were not of miraculous arrangement but similar to the indoor interaction . After each lesson , students took a short break and then continued indoors with their regular studies . during this applied method, the teacher redirected , evaluated, and assessed students’ level inside and outside the classroom . The results and the findings of the new study showed that the outdoor class was beneficial and effective on students , by making them more engaged ,they were well absorbed in lessons by breaking down difficulties , in this new study students were more excited for the next instructional period of biology lessons and more active than before .So, this new method can be the best method in learning process and especially for kids by reducing their stress indoors, improve their learning skills, and boost their mood.

In addition to the listening skill , some interested people went to study the possibility of the outdoor effectiveness on other skills , including writing . Ani Meitikasari, (2016), in her research “ Experiential Learning (EL): An effective teaching method to construct students’ writing skill viewed from self-efficacy” .The researcher did an experiential learning method with the 60 second grade students of senior high school in Central Java , Indonesia. To examine their writing skill growth employing outdoor activities in eight –

meetings sessions and finish the self- efficacy questionnaire ,which is something new for the treatment group to deal with ,while the control group were taught by using the traditional method and direct instruction . Based on the findings and the comparison between the students 'scores in both groups , and after the treatment test , the results proved that the experiential learning method was a success , increasing student's critical and creative writing abilities and self-efficacious , than those using direct instruction indoors , the method gave them the chance to work together in a social context , share their ideas, and develop their gifted writing abilities, also , allowed the students to understand their habits and style in writing , and effected the students' understanding of using punctuation in a certain task .

Mentioning creativity as a fundamental feature of human intelligence (Boden , 1998) , the promising results of similar studies open new spaces for discovery and investigation , including a study entitled : “Exploring the effects of outdoor activities and connectedness with nature on cognitive styles and creativity” in New Zealand in 2017, by a doctor of philosophy in psychology . Inspired by the previous evidence on the advantages of the environmental learning, The aim of the thesis is to clarify the effects of the experiential learning on the psychological outcomes , as well as , explore the relationship of that bond with creativity outcomes. Including different age groups, to trace up the extent and duration of the effect.

The final results demonstrated how nature based education contributed to the development of the creative state , depending on strengthening the psychological bond with the surrounding environment. The effectiveness of the experiment on children's creativity, productivity and achievement , directed the attention of other researchers towards developing other areas, and capture teachers and students ' perspectives as well as their experience with the new method . The encouraging echo of such studies interesting in harvesting perspectives , led to the expansion of the circle to include ministries , parents and higher grade students , going deeper in highlighting communicative skills .

As agreed upon, creativity needs moral motivation to invest . it was a starting point for the exploration of the impact of facilitation as a hidden part of the curriculum including both verbal and non- verbal group debriefs on students' learning process . Sheryl Seow Xue Ling carried a study in (2018) , New Zealand, entitled “Teachers' Facilitation On Students' learning In Outdoor Adventure Education “, in which he went to examine how facilitation techniques used by teachers outdoors assist students in residential camp experience . the final results of the

research stressed the value of facilitation as a motivational technique during camping and adventure education , in terms of boosting self-confidence, sharing experiences and learning from them , appreciating teamwork and cooperation ,strengthening the bond between teachers and students, and finally , motivate them yo express , impress and face .

It is said that , the most important mean of communication is speaking . researchers sought to investigate the role of kindergarten in developing the speaking skill , especially among EFL learners . Duong Thi Huong Lan, Phan Minh Huyen and Le Thi Thu Huong in (2017), carried a research in which they stressed this point “The Effectiveness Of The Experiential Learning Activities In Developing English Speaking Skills For Students Of Thai Nguyen University Of Economics And Business Administration –TNU”.the researchers adopted an experiential learning activities in speaking English as a foreign language to trace the effectiveness of learning by doing on developing , enhancing their capacities and abilities ,through tasks like reading out loud , correcting spelling mistakes and enriching their vocabulary shortage, background and grammar , since they did not have time to work on develop these blanks indoors . based on the findings , the results of implementing the experiential learning impacts the students’ speaking skill positively and significantly by build a new and advanced vocabulary , rich grammar by using the correct form of the tenses ,better pronunciation and spelling of words , also making them more active and engaged with the speaking activities , in contrast with how they were rushing for short conversation with less will, and reach a high level of confidence and participation , overcome the fear of being judged .

For a better study of the impact of nature on the linguistic expressive abilities and vocabulary as one of the important components of language, a study conducted with the title “ the effectiveness of outdoor activities to improve students’ vocabulary” , by Nurul Fadillah , Makassar, in(2020) . Used purposive sampling at the seventh grade students of SMP, with total 57 students, divided between 24 as an experimental group and 33 as a control one . Outdoor activities method was remarkably effective, and the results of the score showed that the experiment group’s score was higher and significant rather than the control group. It was a positive and one of the good method that could facilitate the mastering and improving of vocabulary ..In addition , post-test results showed that the students’ English vocabulary

statistically increased especially in adjective and noun after the implementation of new setting procedures in the experimental group than the control group who kept the same level.

The same results and indicators appeared in another study within the same patch, in Jakarta, Indonesia, Cirendeu, (2022). By Anisa Pratiwi. Titled “implementing outdoor learning activity on students’ vocabulary mastery”, the average score of data collected from the seventh-grade students post-test indicate the significance difference between the two compared groups and method, where the evidence numbers stands in favor for the effectiveness of implementing outdoor activities.

The wave of interest in developing literacy skills also affected the need of the enhancement of reading skill, as one of the major competences to gain. An article with the title “promoting early literacy development outdoors” by Megan Roseberry, highlights the merit of reading in boosting the comprehensive, critical and intellectual aspects of the child.

Deviating from the ordinary by moving reading to the open air garden of the house, or the school yard, nourishes the child’s imagination, makes him love reading and does not limit it only to a bedtime story. This can be done by parents or teachers using libraries and institutes that are equipped with green spaces for reading. Acting a scene from a book helps the child to understand the structure of a story, and activate his recall, memory and imagination abilities. Also go for booknics that motivate children to be good and regular readers.

Regarding what have been done and said about the open air classes, there are very seldom studies about the open air schools in the Arab countries, especially in Algeria, with even rare attention to the psychological and academic aspects of either teachers or learners in the three educational phases, or university students.

The open class system has never been applied in any field available in the Algerian universities, chiefly when it comes to teaching the communicative skills such as speaking and listening among EFL learners.

Conclusion

According to the literature review presented in this chapter, this research is conducted to occupy this niche and investigate the employment of the open air classes method in teaching speaking as the most important feature of the communication process, and investigate to what extent does it affect the psychological state, especially with regards to the issue of Anxiety and stress commonly popular among a mature students of the university.

***CHAPTER TWO:
Method, Results and
Discussion***

Introduction

After reviewing the studies that have been conducted thus far on the open air classes and spotting the research gap, this chapter aims to highlight the method employed, identify the way data was collected and analyzed, and report and discuss the results.

2.1. Research Method

This research applied a mixed method approach. As its name indicates, the mixed method involves the mixing of qualitative and quantitative data within a single study to benefit from both. Therefore, quasi-experimental designs with interviews were employed.

2.1.1. Sample and participants

the case study of this research were Master one students of English department-Abbes Laghrour Khenchela's university in academic year 2022-2023 which consists of 4 classes and the total number of the students were 120. Concerning the choice of this population, master one students are advanced learners who have a considerable background in English and experience in learning in indoor classes. Besides, they know their needs and their lacks, especially the speaking skill problems.

Given the research orientation and its peculiarities, the sample of this study consisted of only 15 students out of 120, and was adopted as a case study, for teaching a larger number in an open-air class would be inconvenient in terms of effort, time and university permission.

the researchers randomly mixed between genders (5 boys and, 10 girls) in order to explore the oral capacity of each, and the level of the speech anxiety.

2.1.2. Data collection tools and instruments

The tools used in data collection were a mixture of quantitative and qualitative tools. The quantitative tool was in the form of an experiment, and the qualitative one was in the form of an interview.

2.1.2.1. The Quantitative Tool

The Experiment

The experiment is based on transferring the teaching and learning of the speaking skill from the ordinary classes to open air, by exploiting the open spaces in the university, in order to investigate the role of the new settings in developing the speaking skill, and the psychological aspects. Then analyze the data statistically after completing the work plan to check the success or the failure of the method applied.

The sessions of teaching speaking in open air classes were designed to provide students with dynamic experience and practical strategies to improve their speaking skill and treat speech anxiety in the outdoor environment.

The primary objective was to provide a valuable insight into the impact of the outdoor settings on reducing speaking anxiety and stress as a common issue between EFL learners. According to a lesson plan that included a variety of speaking tasks and activities conducted for an hour and half, two days a week, over six sessions in a large open space in the university.

Before the start of the first session, an hour of acquaintance and interaction with the sample was allocated, during which some ambiguous points were explained, in order to ensure the success of the action plan, and obtain good results.

In the first session, students were encouraged to select their own topics for discussion and engage in open debates with each other. This session aimed to foster independent thinking, appreciate different points of view and interests, thus, express their opinions freely.

The second session was planned to expose student to a wider range of topics by having them randomly from a pool of pre-selected options .the aim was taking students out of their

comfort zone , and encouraging them to try unfamiliar topics that may not appeal to them , thus enriching their backgrounds and discovering the points of weakness to work on correcting them

The third session was focused on pair work. In which students were paired up to discuss a topic of their choice. This session aimed to develop the participants' listening and speaking skills by requiring them to actively engage in a dialogue with their partners.

The fourth session was dedicated to communication games such as story- telling, describing a pictures, and role play. These games aimed to provide students with an opportunity to practice their speaking skills in a fun and active way, experiencing impromptu expression by liberating their imagination to describe a picture, boosting their self – confidence by acting out a scene from their favorite books and movies, while also think creatively and spontaneously.

The fifth session focused on face to face confrontation, where each participant chooses his counterpart to have a conversation based on questions to get to know each other more, plus overcome the obstacle of shyness and stress.. the aim was to foster a sense of community within the class, while also providing their speaking and listening skills in a real-world setting.

The final session of the treatment can serve as a culmination of the language learning experience. Where students were asked to put their newly acquired speaking skills into practice in a creative way, by lead and initiate a discussion from a single word or terminology, and engage in meaningful interactions with their peers . through this collaborative process, students can gain confidence in their abilities, expand their vocabulary and explore new areas of interests.

Overall, the study plan was designed with a sample, and it was divided into several treatment sessions that include activities and tasks with a goal to track the effectiveness of the open air setting , develop the participants ‘speaking skills ,and targeting weaknesses and reinforcing strengths. While the greater aim was to overcome speech anxiety and stress.

The Pre and Post-tests

To direct this research, the participants were given a pre-test, to evaluate their speech anxiety level before the initiation of treatments sessions. The test provided is a therapy web-based speech anxiety test reviewed and approved by many certified therapists, among them Dr. Steven Gans”, MD, an assistant clinical professor in psychiatry at Harvard medical school. The online test includes options based on cognitive behavioral therapy (CBT), which is one of the most commonly used psychotherapeutic approaches for treating mental health problems such as anxiety and its symptoms that evaluate the speech anxiety level in a form of degrees A sample of the online test questions is as follow:

- When thinking about speaking in public, I freeze up. True partly true not true
- I have experienced panic or anxiety attacks, just at the thought of speaking in public.
- I experience butterflies in my stomach at the thought of giving a public speech.
- When I am to give a speech, I feel like I will fail and the audience will see me as a failure.
- When giving a speech, I talk as fast as possible. I even exclude important things that I was going to say, just to get it over with.

For the post measurement, this test was done at the end of the experiment, after going through a series of varied treatment activities, for over six sessions. The participants of the study were given the same speech anxiety test scale provided in the pre-test session

The Pilot study

Before starting the research study, a preliminary study was planned with master two (M2) students of English department -Abbes Laghrour Khenchela's university, with the sample of 10 participants, over 2 sessions in the university open space. The focus was on this sample in particular because it is more susceptible to speaking and speech anxiety.

The aim of this pilot study was to get know about the field of work, and ensure the course of the experiment plan .more precisely, to get deep in the experiment and discover the problems and difficulties that may face the researchers and address them in order to make sure that the study is feasible. The echoes of the pilot study were positive and encouraging to start the actual study.

2.1.2.2. The Qualitative Tool

The Interview

Interview is one of the most flexible and useful methods for collecting data. This research followed a semi-structured interview format that consists of six questions. The aim was to find out student's perceptions on the implementation of the open air classes method in teaching speaking skill, and explore the extent of its effectiveness in absorbing speech anxiety and shyness. The interview was conducted at the end of the last treatment session.

2.2. Results

2.2.1. Pre-test and post test scores

The pre-test scores were measured before engaging in the speaking skill sessions, by adopting the open-air classes as a treatment method of teaching (Table 2.1). The post-test scores that were taken after the treatment are shown in Table 2.2.

Table 2.1: The pre-test scores of speech anxiety

Participants	Pre-test scores
Participant 1	50
Participant 2	10
Participant 3	40
Participant 4	20
Participant 5	80
Participant 6	70
Participant 7	40
Participant 8	10
Participant 9	70
Participant 10	20
Participant 11	50

Participant 12	20
Participant 13	50
Participant 14	50
Participant 15	40

The scores of both pre-test and posttest are presented in a form of degrees analyzed by the web site itself, then organized in the tables below:

Figure 2.1: The pre-test scores in a form of degree



Figure 2.2: the posttest scores in a form of degree.



Table 2.2: The post-test scores of speech anxiety

Participants	Posttest scores
Participant 1	20
Participant 2	10
Participant 3	10
Participant 4	10
Participant 5	40
Participant 6	20
Participant 7	20
Participant 8	10
Participant 9	40
Participant 10	10
Participant 11	20
Participant 12	10
Participant 13	10
Participant 14	20
Participant 15	20

2.2.2. Reporting Statistical Results of the T-test

By observing and comparing both scores means, it is clear that there is a noticeable change in the results after the experiment. However, results must be scientifically analyzed through the t-Test:

Table 2.3: t-Test at alpha=0.05

t-Test: Two-Sample Assuming Unequal Variances

	<i>Pretest</i>	<i>Post test</i>
Mean	41,33333	18
Variance	483,8095	102,8571429
Observations	15	15
Hypothesized Difference	Mean	0
Df	20	
t Stat	3,731013	
P(T<=t) one-tail	0,000659	
t Critical one-tail	1,724718	
P(T<=t) two-tail	0,001318	
t Critical two-tail	2,085963	

Based on the t-test table, the speech stress level of the participants before treatment (M=41, 33, n=15) was hypothesized to be higher than the speech stress level after the treatment (males=18, n=15). This difference is significant at P(T<=t) one-tail =0.00065, which is lower than alpha=0.05.

Accordingly:

Null Hypothesis H0 rejected

Our Hypothesis H1 **accepted**: *There is a significant decrease in the level of speech anxiety/stress after employing the out-door classes in teaching.*

2.2.3. The Interview Analysis

After the end of the experimental sessions, an interview was conducted with the participants to enrich the experiment by harvesting their opinions about the new method in general.

As for the first question: **what were your first impressions of the open-air classes as a method of teaching the speaking skill?**

The interview revealed that the students first had mixed feelings about the new method of teaching speaking in open spaces, while some were confused and wondered at first, many were excited about the opportunity to try a new approach to language learning in new settings. For instance, one of the participants said that: "I was blank at the very beginning, the idea was blurry and waste of time, but also I was excited about the idea of change and study outside the boring classroom, I thought it is fun".

Moving to the second question: **compared to the traditional classroom, what were the main positive points in the open air classes mainly, with regards to the psychological aspects?**

The students generally found the open air classes to be more effective, vivid and appetizer for learning compared to the traditional and the usual routine , especially with regard to the psychological and expressive aspects , according to their views , this is due to feature of the method which is open to nature ,with its different organization in terms of seating and participation, it creates a more cooperative atmosphere and strengthens their relationships ,the thing that absorbs tension, and spread a good mood. As one of the participants said: "the most important point in my opinion is the positive and relaxed mood that I experienced during the sessions, which helped me reduce stress. It was so motivational for me to evaluate and enhance my expressive skills, and overcome shyness and public speech anxiety".

The third question was: **were the activities involved beneficial? And what was the best activity to try?**

The students also appreciated the variety of the activities that were included in the open air classes process, thus, they were able to choose their favorite tasks which helped them to boost a specific skill or overcome an obstacle, their choices varied between communication games to role playing, theater and also audacity questions face to face (personal face to face

questions).this allowed personalized learning , which is highly effective approach for language acquisition . For example, one of the participants respond saying :”yes indeed, they were; especially the ones where we have to initiate a conversation or a discussion with one word , and the communication games. It was fun and challenging, but I found it useful in creating harmony and unite the group despite the differences”.

To cover all the aspects of the study, the fourth question was: **what challenges did you face during the experiment period?**

They did mention some challenges that came with teaching in open air classes , the weather was a concern for some , as it can be unpredictable and impact the quality as much as the quantity of the classes. Additionally, the students felt that their full timetable made it difficult to incorporate in the open classes into their schedules.

Overall, the students were enthusiastic about the new method. Here the fifth question arose: **based on what has been mentioned, do you support the inclusion of the open-air method in the university system as a permanent alternative to the traditional classrooms?**

They felt that it should be included in the university program in all stages of study. They agreed that the benefits of this sessions outweighed the challenges, and felt that more students insisting on the newcomers would benefit from this approach to language learning specifically speaking and oral expression skills. They also expressed a desire to spread the idea among other teachers to encourage them to consider teaching speaking in open air classes, or even try it once or twice in order to take advantages of its fruitful results. As an example of the answers obtained one participant’s response:”it would be really great to adopt this method of teaching the language skills, starting from the first years of the university”.

To sum up, the interview demonstrated that teaching speaking in open air classes had a great potential to improve language learning outcomes, and work as a psychological therapy for speech and expressive anxiety. While there were some challenges associated with this method, the benefits were worthy and significant, also the students were highly supportive of incorporating this approach into the university programs.

2.3. Discussion

The aim of this study was to investigate the effectiveness of the open air classes method in teaching speaking skill, then reducing speech anxiety among EFL learners . the speaking anxiety is a common issue among EFL learners which can hinder their language learning process especially in developing speaking skill .the hypothesis of this study was that the open air method would be an effective intervention in reducing speech anxiety level at master one students of English department-Abbes Laghrour Khenchela's university.

The t-Test scores indicated statistically significant differences in the speaking anxiety degree before and after the treatment in which, the participants showing a remarkable reduction in public speaking anxiety, in addition to the noticeable enhancement of this skill. Accordingly, our hypothesis was confirmed. However, the results are tied to the case study of the research. They cannot be generalized, for they are not representative of the whole population in size. This work is considered as an exploratory study, and further studies with representative samples are required.

Moreover, the interview revealed that positive feedback, which was very encouraging, as everyone agreed that there was a significant improvement in their speaking and expressive skills, in addition to enhancing their self-confidence and a decrease in stress levels. Therefore, the inclusion of this method instead of the traditional one is highly required.

Based on the experiment and interview findings, the open air classes have been proved effective in this research as a teaching method that can help the students treat their speech anxiety and stress. This opens new insights for scholars and researchers interested in the class type and atmosphere as novel ways to enhance EFL teaching. This research also points to the importance of nature in relaxing the learners and make them distracted from the academic atmosphere that generates negative feelings of formality and strictness.

Furthermore, the open-air classes create an environment that simulates natural situations of learning a foreign language. This would make the learning process more entertaining and more automatic, where the learner focuses more on enjoying the language and speaking it than focusing on himself and the environment around him. Therefore, scholars and researchers must orient some of their interest in the open air classes, not as alternative to indoor ones, but as complimentary to them, especially in psychology-related aspects in the EFL teaching and learning process.

General Conclusion

The openness to the importance of speaking skill, insists on the inevitability of its improvement and mastery, and this does not happen unless the inherent phenomenon of speaking anxiety is treated. The aim of this study was to explore and test the role of the open air classes in teaching speaking skills in absorbing speech and public speech anxiety among EFL learners. plus, to investigate the effectiveness of the outdoor classes as an alternative method to teach one of the most salient knacks of communication in boosting the speaking and oral abilities in parallel with treating the obstacle of anxiety as the focus of this research.

To carry out this study, the experiment was relied upon as the prime source of data collection, as well as the interview, to cover all the aspects of the problem under treatment. The results obtained through a careful analysis of pre-test and post-test data , showed a significant decrease in the speaking anxiety levels, and a remarkable retreat in the rates of public speech anxiety , tension and stress.

The findings of this paper revealed that, the implementation of the open-air classes as an alternative method in teaching speaking skill was useful in addressing the research focus, which is speech anxiety among EFL learners. Furthermore, this research revealed the effectiveness of the outdoor classes in lessening the impact of the regular classroom on the students 'psyche and capabilities. Thus, improving the learners 'speaking skills by eliminating the major factors that hinder the learning process, both psychological and environmental.

By and large, it is the reality of the world today that gave the English language a passport to the clouds, and therefore, communication and mastering this fundamental skill without anxiety, obstacles and fear has become inevitable.

Limitations

Like any study, this research was permeated with some shortcomings and obstacles. In terms of its nature, the subject of the study itself is one of the main limitations, because it's new and never done before at khenchela's university.

In terms of sample

- Found difficulties in sample selection.
- The sample was not large enough to generalize results.
- The sample was unfamiliar with the open air classes' method, they were confused.
- Many of the students initially refused to participate in the experiment.
- Not taking into account the experience because it's new.

In terms of time

- Difficulties to find a suitable time for teaching because the time table of the participants was full and did not correspond to the timing of the experiment.
- The duration of the experimental sessions was shorts due to the lack of sufficient and appropriate timing, which did not give the expected results.

In terms of weather and place

- The subject of the study is to teach in open air classes. And since the experiment period was in the winter season, the researchers found difficulties to find a sunny day which led them to postpone the experiment to another day when the weather was disturbed.
- There was no appropriate place to conduct the experiment, because the university system is not saturated with the culture of open air classes.

Further Research

In the view of what has been reached, it is worth giving suggestions for more in-depth and further studies:

- Further studies should investigate the effectiveness of the open-air classes' method experimentally, to provide credible and reliable results.
- The study suggests investigating the effectiveness of the open-air classes depending on the comparison between two groups: the experimental group and the control group.
- Choose a larger sample and extend the duration of the experiment, to obtain better and generalizable results.
- Expand the scope of research to include teachers and EFL learners' perceptions towards the implementation of the open-air classes' method in teaching the language four skills mainly at universities.

Recommendations

After formulating a conclusion for this study, and based on the findings obtained, it is suitable in this situation to suggest and recommend the following:

- Expanding the circle of the study to include a larger sample, plus, extending the treatment period to obtain better results, and possibly generalization.
- Spread the severe need for the implementation of such alternative method in the teaching-learning process of the language four skills.
- As for teachers, they should advantageously make use of the open-air classes method, and benefit from the learners' positive perceptions towards change. Therefore, creating a varied, motivational and authentic educational atmosphere.
- As for students, they are invited to accept and try the beneficial change in the educational system, and make use of it to improve their language skill, address their weaknesses, and chiefly, to boost their positive mood, psyche and emotions.

- Crystallizing the awareness and the openness of the outdoor learning culture among EFL learners, teachers, and universities.
- The minister of education and higher education should work on the inclusion of the open-air classes' method in the teaching-learning process of language acquisition and language four skills, precisely, speaking skill. Plus, improve the quality of the classes by create the appropriate environment, and prepare teachers through a special training on how to run classes and control conditions and obstacles.

Résumé

La compétence Parler est devenue une nécessité plutôt qu'un luxe dans l'apprentissage de l'anglais comme langue étrangère. Ainsi, la recherche de moyens et de méthodes pour l'enseigner, l'apprendre et l'améliorer efficacement intéresse de nombreux universitaires et chercheurs. En conséquence, cet article cherche à étudier le rôle des classes en plein air dans l'amélioration de cette compétence en traitant le problème de l'anxiété de la parole qui accompagne les apprenants EFL. Afin d'avoir un examen précis de l'efficacité des cours en plein air et une meilleure compréhension de son rôle dans la réduction de l'anxiété de la parole chez les apprenants EFL, l'étude a adapté une conception de recherche à méthode mixte. Plus précisément, une expérimentation pédagogique a été menée auprès de quinze (15) étudiants en master 1 d'anglais à l'université Abbès Laghrour Khenchela, qui ont ensuite été interrogés sur leurs attitudes et réactions face à l'expérience des classes en plein air. Les résultats ont montré, après une interprétation statistique utilisant le test t pour comparer les scores du pré-test et du post-test, une diminution significative des niveaux d'anxiété et de stress de la parole chez les étudiants. Les résultats de l'entretien mené avec l'échantillon ont confirmé les résultats positifs de la méthode adoptée, car leurs impressions étaient bonnes et encourageantes, notamment en ce qui concerne l'amélioration de la capacité d'expression et de l'état psychologique. Par conséquent, on peut conclure que la mise en œuvre des cours en plein air dans l'enseignement de l'expression orale peut améliorer cette compétence en réduisant l'anxiété de la parole chez les apprenants EFL.

Termes clés: apprenants EFL, enseignement EFL, compétence orale, cours en plein air, anxiété de la parole.

الملخص

أصبحت مهارة التحدث ضرورة وليست رفاهية في تعلم اللغة الإنجليزية كلغة أجنبية. لذلك، فإن البحث عن طرق وأساليب التدريس والتعلم وتحسينه بشكل فعال يشغل اهتمام العديد من العلماء والباحثين. وبناءً على ذلك، تسعى هذه الورقة إلى التحقق من دور اقسام الهواء الطلق في تعزيز هذه المهارة من خلال معالجة قضية قلق الكلام التي تصاحب متعلمي اللغة الإنجليزية كلغة أجنبية. من أجل إجراء فحص دقيق لفعالية اقسام الهواء الطلق وفهم أفضل لدورها في تقليل قلق الكلام بين متعلمي اللغة الإنجليزية كلغة أجنبية، قامت الدراسة بتكييف تصميم بحثي مختلط. بتعبير أدق، تم إجراء تجربة تعليمية مع خمسة عشر (15) طالب ماجستير في اللغة الإنجليزية في جامعة عباس لغرور خنشلة، الذين تمت مقابلتهم بعد ذلك حول مواقفهم وردود أفعالهم تجاه تجربة دروس الهواء الطلق. أظهرت النتائج، بعد التفسير الإحصائي باستخدام اختبار لمقارنة درجات الاختبار القبلي والبعدي، انخفاضاً ملحوظاً في مستويات القلق والتوتر لدى الطلاب. وقد دعمت نتائج المقابلة التي أجريت مع العينة النتائج الإيجابية للطريقة المعتمدة، حيث كانت انطباعاتهم جيدة ومشجعة، خاصة فيما يتعلق بتعزيز مهارة التحدث والحالة النفسية. و عليه، يمكن الاستنتاج أن تطبيق طريقة الهواء الطلق في تدريس التحدث يمكن أن يحسن هذه المهارة من خلال تقليل قلق الكلام بين متعلمي اللغة الإنجليزية كلغة أجنبية.

المصطلحات الأساسية: متعلمي اللغة الإنجليزية كلغة أجنبية، تعليم اللغة الإنجليزية كلغة أجنبية، مهارة التحدث، دروس في الهواء الطلق، قلق الكلام.

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Appendices

Appendix 1:

Website Questionnaire of speech anxiety test:

True

Partly true

Not true

1. When thinking about speaking in public, I freeze up.

2. My mouth becomes dry and my voice feels weak, just at the thought of speaking in public.

3. I have experienced panic or anxiety attacks, just at the thought of speaking in public.

4. I feel embarrassed or extremely fearful while speaking in public or at the thought of speaking in public.

5. The thought of speaking in public makes me feel emotionally distraught.

6. I experience butterflies in my stomach at the thought of giving a public speech.

7. The palms of my hands feel sweaty at the thought of giving a public speech.

8. I have experienced a panic attack during public speaking.

9. I have avoided social situations at work or in my private life just to dodge the risk of having to give a speech.

10. When I am to give a speech, I feel like I will fail and the audience will see me as a failure.

11. When giving a speech, I talk as fast as possible. I even exclude important things that I was going to say, just to get it over with.

Dr. Steven Gans

MD

<https://www.online-therapy.com/speech-anxiety>

Appendix 2:

The experiment Schedule and lesson plan:

Number of sessions	Day and Time	Duration	Type of Activity	Description of the Activity
Session 1	Tuesday 14 :00-15 :30	An hour and a half	Free topics to talk about chosen by the participants +discussion +pre-test of speaking anxiety.	Students were asked to choose their own topic of interests to feel ease and step in the process, then they were provided with a pre-test to proceed in the sessions.
Session 2	Wednesday 14 :00-15 :30	An hour and a half	Treatment :Random topics to talk about chosen by the researchers +discussion	Students were asked to step out their comfort zone and randomly select a topic from a pot, to face their fear and public speech anxiety
Session 3	Tuesday 14 :00-15 :30	An hour and a half	Treatment : communication games and role play (a pair work or a team work)	students were asked to choose a scene from their favourite book, movie or real life, and perform it as a pair or team
Session 4	Wednesday 14 :00-15 :30	An hour and a half	Treatment Describe a picture	Students were asked to randomly select a picture, then describe it their colleagues to win if they correctly guessed it.
Session 5	Tuesday 14 :00-15 :30	An hour and a half	Treatment :face to face interaction (a pair work	students were asked to face each other in a eye to eye simultaneous conversation , and be more confident to speak in public
Session 6	Wednesday 14 :00-15 :30	An hour and a half	Treatment :create a debate from a word(a pair work)	students were asked to initiate a whole debate from one single word or terminology, and share their backgrounds about each word
Session 7	Monday 14 :00-16 :00	An hour and a half	The interview+ post-test pf speaking anxiety	it was a session of posttest in which researchers evaluate the speech anxiety after the treatment , along with an interview to harvest their opinions about the experience of the method

Appendix 3

Documentations

Pre-test and post –test session



