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**The impact of Anxiety on Students' Classroom Oral Performance :**  
**Case of Third Year English Students at Tlemcen University**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for the degree of Master in language studies.

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## **Dedication**

This thesis is dedicated to our parents and our siblings.  
For their endless love, constant support and encouragement.

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## **Abstract**

Foreign language anxiety is known to be a severe and overwhelming issue for students who are learning English as a second language. The current research work seeks to investigate and shed light on the issue of foreign language anxiety and its impact on EFL learners' speaking performance in oral sessions. The objectives of the study are three; to know if students' oral performance and speaking anxiety have a negative correlation, i.e., when the level of speaking anxiety increases the students' oral performance decreases, to disclose the different reasons that cause students' anxiety in oral class and to determine whether oral module teachers assist their students to control their speaking anxiety by providing practice and support. To reach this end, a case study was conducted at the department of English at Abou BekrBelkaid' University at Tlemcen relying on one main data collection tool known to be the best for gathering a large amount of data, which is the questionnaire. The researchers designed two questionnaires; one was administered to thirty-five (35) third-year LMD students. Another was given to two (02) oral module teachers from the same department. The data collected from this research instrument were analyzed quantitatively and qualitatively. The results revealed that the majority of the students who do not feel comfortable performing in oral sessions do so due to speaking anxiety. Students' oral performance is heavily influenced by anxiety for a variety of reasons. It is also illustrated that teachers attempt to create a relaxed, comfortable, and enthusiastic environment to assist students in overcoming their anxiety issue. The results also show a plethora of diverse strategies provided by students and teachers on which they can both rely to reduce and control foreign language speaking anxiety.

## Table of Contents

Dedication.....	I
Acknowledgements .....	II
Abstract.....	III
Table of Contents.....	IV
List of tables .....	VI
List of figures.....	VII
General Introduction.....	1

### **Chapter One: Literature Review of the Speaking skill and Anxiety**

1.1 Introduction.....	4
1.2 Definition of the Speaking Skill .....	4
1.3 Factors that Cause Speaking Difficulties .....	7
1.4 Speaking Anxiety .....	9
1.5 Causes of Speaking Anxiety .....	11
1.6 The Impact of Anxiety on Students' Oral Performance.....	14
1.7 Previous Studies .....	16
1.8 Conclusion.....	19

### **Chapter Two: Data Collection and Analysis**

2.1 Introduction.....	21
2.2 The Sample.....	21
2.3 Data Collection.....	22
2.3.1 Description of the Students' Questionnaire.....	22
2.3.2 Description of the Teachers' Questionnaire .....	23
2.4 Data Analysis.....	25
2.4.1 Analysis of the Students' Questionnaire.....	25
2.4.2 Analysis of the Teachers' Questionnaire.....	34
2.5 Data Interpretation.....	39

2.6 Suggestions.....41

2.7 Conclusion.....45

General conclusion.....46

Bibliography.....49

Appendices

Appendix A: Students' Questionnaire.....53

Appendix B: Teachers' Questionnaire.....56

## **List of Tables**

<b>Table 2.1-</b> Students' opinions about the extent to which anxiety affects their oral performance..	27
<b>Table 2.2-</b> Causes of anxiety .....	28
<b>Table 2.3-</b> Physical impact of anxiety .....	31
<b>Table 2.4-</b> Self-expression in oral activity .....	32
<b>Table 2.5-</b> Teachers' opinions about teaching oral expression.....	34
<b>Table 2.6-</b> Teachers' attitude about the relation of anxiety towards speaking and other skills...	35
<b>Table 2.7-</b> Atmosphere provided by teachers in class.....	36
<b>Table 2.8-</b> Teachers' opinions about the causes that make their learners anxious.....	37
<b>Table 2.9-</b> Teachers' opinions about the speaking activities that make their learners feel at ease	38

## **List of Figures**

<b>Figure 2. 1-</b> Students' feeling about oral class participation.....	26
<b>Figure 2.2-</b> Anxiety during oral sessions .....	27
<b>Figure 2.3-</b> Activities that cause more anxiety.....	29
<b>Figure 2.4-</b> What causes anxiety.....	30



## **General Introduction**

Language has been used as a medium of communication by humans for thousands of years; however, due to globalization, the English language is by far the most precious treasure of communication. Learning English is essentially built on some fundamental skills that are required to complete the process; they are classified into receptive skills which include reading and listening and productive skills which consist of writing and speaking. However, most EFL learners are well aware that speaking is the most difficult skill to master, owing to psychological barriers that impede their oral performance. Anxiety is another name for this psychological impediment. Some EFL learners may be proficient in reading, writing and listening, but regard themselves as language failures because they are unable to perform flawlessly in oral sessions due to speaking anxiety.

Since the speaking skill is important in EFL classes, it is critical to shed light on it and have a thorough understanding of what hinders it as it is important for EFL teachers to be aware of this issue in order to assist their learners in surpassing this obstacle. One of the most negatively influential affective variables is speaking anxiety, In other words, anxiety affects EFL learners' performance and achievement negatively as it impacts negatively their classroom oral participation. Thus, a comprehensive understanding of the phenomenon can aid in the process of learning English .Within this context challenges are faced by students who are learning English as a foreign language (EFL) as they frequently complain of speaking anxiety in oral sessions and claim to have a psychological barrier against learning this language.

Speaking anxiety is a severe and overwhelming problem that necessitates a thorough investigation because there are some critical points that must be understood such as the reasons that cause students to be anxious in oral classes or what are the strategies that must be implemented in order to control and solve this problem. Thus, this research work is an attempt to uncover the causes of anxiety that affect students' speaking skill in oral classes; it will also shed light on the actions taken by oral module teachers toward students who suffer from speaking anxiety. Additionally, the researchers will try to identify the strategies that both students and teachers use to reduce anxiety in the oral classroom as well as attempt to make recommendations to students and teachers to help them overcome anxiety and achieve better results.The main research question is:

Does anxiety affect third year students' oral performance?

In order to examine this study, the researchers raised the following questions:

- 1-How does anxiety affect third year students' oral performance?
- 2- What are some of the possible sources of anxiety?
- 3- What are the strategies used to reduce anxiety in oral performance?

The above-mentioned questions led to formulate three hypotheses:

1. As Anxiety level increases, students' oral performance could be negatively affected.
2. There are several sources for anxiety.
3. Some teachers provide practice and support in order to help their students.

In fact, the researchers' eagerness to meet the previously established objectives drove them to create two questionnaires, one of which was administered to two groups of third year LMD English students from the department of English at the University of Abu Bakr Belkaid – Tlemcen, and the other to two (02) oral module teachers from the same department. These questionnaires collected both qualitative and quantitative data, which were thoroughly analyzed in order to meet the objectives of the study. The current research work has been purposefully divided into two interconnected chapters. The first examines the literature review by providing several basic concepts and definitions related to speaking, followed by a discussion of anxiety, and, finally, the relationship between speaking and anxiety and its effects on learners' oral performance. The second chapter is concerned with the analysis and interpretation of data; moreover, the chapter seeks to answer the research questions by confirming or disconfirming the hypotheses; furthermore, it reveals the research results of the two questionnaires and their interpretations, and finally concludes with some general guidelines and suggestions to promote students control of their speaking anxiety and help teachers to lessen the level of anxiety in order to assist their learners in achieving better results in oral classes.

## **Chapter One: Literature Review of the Speaking skill and Anxiety**

### **1.1 Introduction**

### **1.2 Definition of the Speaking Skill**

### **1.3 Factors that Cause Speaking Difficulties**

### **1.4 Speaking Anxiety**

### **1.5 Causes of Speaking Anxiety**

### **1.6 The Impact of Anxiety on Students' Oral Performance**

### **1.7 Previous Studies**

### **1.8 Conclusion**

## **Chapter One: Literature Review of the Speaking skill and Anxiety**

### **1.1 Introduction**

Speaking English receives more attention due to its importance in daily life. However, it seems that EFL learners are still incapable to communicate fluently and accurately due to several factors. This chapter is devoted to the literature review of speaking and anxiety. Several basic concepts and definitions which are related to the research work are provided. It tackles the speaking skill, how it should be taught, its importance and the factors that cause difficulties to EFL learners. It reviews speaking anxiety; its symptoms, its causes and its effects on students' oral performance.

### **1.2 Definition of the Speaking Skill**

Since ancient ages, speaking is the key of human development. Without speaking there will be misunderstandings, misjudgments and predictions. Even though it appears to be simple to define speaking, there are several definitions proposed by scholars. Speaking is “the verbal use of language to interact with others” (Fulchr 2003, p. 23 as cited in Itkonen, 2010, p.7). It is regarded as one of the two language productive skills that enable people to express their thoughts and feelings.

Speaking is the ability to perform and produce the oral language then to use it in the correct context and various situation with other speakers of the same language, and also, to use the correct words and expressions in order to use it in different contexts ( Cora & Knight, 2000, p. 261 as cited in Mimeche & Kihal , 2018, p. 18).

Speaking is an important skill. “According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and nonverbal symbols in different contexts” (Leong. & Ahmedi, 2017,p35). It is the ability to communicate effectively and allows the speaker to convey his thoughts in a convincing way. “Speaking skill is learned in two contexts, namely; foreign language or second language situations... In a second language context, the target language is the communication in the society” (Rao, 2018, p.288).

Therefore, “developing the speaking skill is not an easy task” (Kaddour, 2016, p.4).Speaking helps students to improve their vocabulary and grammar; students can communicate their thoughts, and show the various functions of language; Speaking is extremely important outside of the classroom (Leong & Ahmadi, 2017, p.35). Its mastery requires a lot of efforts and practice.

In the classroom, It is the teacher's responsibility to prepare the students as much as possible to be able to speak in English and improve their communicative skills. ..Teachers must bear in mind that oral fluency is a main goal that must be achieved when teaching the productive skill of speaking... Fluency and accuracy are two major concepts in teaching speaking skill for the purpose of mastering the language and to guide students in the way of success (Ghermaoui, 2018, p.8).

To be able to speak a language effectively and accurately, EFL learners must be aware of the basic components of speaking which are very crucial to improve this skill. “According to Vanderkevent (1990) there are three components in speaking... the speakers... the listeners... the utterances”(Kurniati & Novitri., 2015, p.5). “English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension” (Leong & Ahmadi, 2017, p.35).

Speaking is seen as a fundamental skill that EFL students must master. “According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency ”( Kurniati & Novitri., 2015, p.5). When designing activities, fluency and accuracy must be taken into consideration. (Ghermaoui, 2018, p.9). Accuracy depends on how correct does the learner use language.

Richards (2010, pp.222-223) defines fluency as the aspects which make utterances more natural and normal ...like in pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions . To achieve this goal, teachers should encourage their learners to be at ease when they speak and to feel comfortable when they express their own ideas (Ghermaoui, 2018, p.9).

A fluent learner must have a huge knowledge of vocabulary and grammar. Finding the balance between fluency and accuracy is the most difficult part of a teacher's job, as they are vital (Fluency versus Accuracy- TESOL Glossary). The learners' motivation will determine the balance. In fact, both fluency and accuracy are important during the learning process. They complete each other.

A fluent speaker should be able to speak quickly and automatically... Accuracy means the ability to produce correct sentences using correct grammar and vocabulary... it is important for language teachers to focus on teaching accuracy to their learners. If awareness is much more on producing fluent speech without structuring accurate speech, the speech utterances will be inappropriate (Ghermaoui, 2018, p.9).

Speaking is one of the most important skills that give the speakers an extra edge on every field in life. "Language speakers have more opportunities to find jobs in different organizations and companies" (Leong. & Ahmedi, 2017, p.35). Personal growth has a direct connection with speaking as it is required for almost any career. "Speaking skills can also enhance one's personal life" (Qureshi, 2016, p.3). There is no doubt that this latter plays a critical role in human life. Therefore, the importance of the speaking skill cannot be underestimated. There are many factors that cause difficulty of speaking. Oral performance revolves around developing the learners' speaking skill by with several techniques to help them hold their audience's attention and how to speak with confidence.

### **1.3 Factors that Cause Speaking Difficulties**

Researchers emphasize the importance of speaking. However, EFL learners find it difficult to speak a foreign language.

Kayi (2006) also demonstrates that conducting speaking activities has always been ignored or at least has not received the worthy attention... Donald (2010), shows that instructors used to teach English as an academic subject rather than a communicative language, and also they used to have a pre expectation that learners can use the target language without taking into account the learners' lack of fluency (as cited in Aboud,2017, p.22).

Students have challenges in speaking. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment” (Aboud,2017, p.22). The lack of fluency and accuracy is considered as one of the factors that cause anxiety and thus it affects the learners' oral performance. Hence, teachers should have a deep insight about these issues in order to improve their learners' speaking skill.

Watson and Friend (1969 as cited in Aboud, 2017, p.23) define fear of negative evaluation as the worry about other's evaluations. During oral classes, the fear of negative evaluation increases; Students are often afraid from the evaluation of their teacher and classmates which leads to poor communication as a result of the high level of anxiety (Aboud, 2017, p.23).Learners are sensitive towards teachers' evaluations; Teachers often neglect the fact that the students would feel uncomfortable (Von Worde, 2003 as cited in Rafek et al., 2015).

Therefore, learners who have a higher feeling of negative evaluation avoid speaking and remain inactive in the classroom. “Speaking a foreign language can be a very uncomfortable task or experience” (Aboud, 2017, p.23).EFL learners are eager to study English but during the process of learning, their motivation to learn English becomes lower. The absence of motivation might make the student anxious (Aboud, 2017, p.24).

Dörnyei (1998) further argues the importance of motivation by stating that motivation provides learners the primary stimuli for initiating second language learning, and later motivation becomes the driving force for learners to be persistent in their learning process, so that learners may be able to complete long-term goals if there is sufficient motivation (as cited in Nurjannah et al., 2013, p.4).

Self-perception is the way in which people understand their own attitudes and beliefs based on their behaviour in a specific situation (Aboud, 2017, p.24). It includes ideas and values which influence the way people speak or behave with others. When learners' self-esteem is low, they may see their peers smarter than them. Self-perception has a huge impact on the learners' speaking skill development.

This type of anxiety has been defined by (Watson & Friend, 1969) as apprehension of others' evaluations of their FL performance. It is effectively a model of oneself seen from the perspective of an outside observer. The individual's perception and misperception of his or her ability is likely to play an important role in the learning process (as cited in Aboud, 2017, p.24).

Anxious learners who are continually thinking negatively about their learning problems always underestimate their abilities; one of the sources of anxiety for students is speaking in front of their classmates;; fear and anxiety make the learners focus only on negative thoughts; learners should be self-confident (Aboud, 2017, p.25). EFL learners are not used to speaking English in their social environment. Therefore, struggles are inevitable. Students have numerous challenges in the speaking class because it is a difficult task.

Teachers demand several Tasks to be done; learners become worried to speak in a foreign language (Aboud, 2017, p.25). Students react in an apprehensive way because of the fear of being laughed at by their classmates, or making pronunciation mistakes (Price, 1991 as cited in Aboud, 2017, p.-26). Speaking is the skill that the majority of EFL learners will be judged on during oral classes. This idea leads students to feel anxious and may negatively impact their oral performance.



## 1.4 Speaking Anxiety

Speaking is one of the most difficult skills in EFL classrooms. Teachers try different methods and strategies in order to help their students to speak effectively and efficiently. Yet, it is obvious that fear of making mistakes, mispronunciation and the atmosphere in the classroom lead to anxiety. Anxiety has been studied since 1970's. It is a psychological state that all humans may experience. It is one of the most challenging barriers that the majority of foreign language students face while attempting to speak.

Anxiety is frequently categorized into three primary forms: trait anxiety, state anxiety and situation specific anxiety. Trait anxiety is described as an individual's tendency to get uneasy. State anxiety is a reaction to a specific situation at a specific time. Situation specific anxiety refers to anxiety that occurs in a specific context. In addition to trait, state, and situation specific distinctions, prior studies have distinguished facilitative anxiety which helps people to perform better and debilitating anxiety which interferes with performance. Debilitating anxiety impedes students' learning, but facilitative anxiety may keep them balanced (Bekleyen, 2004).

Language anxiety may be recognized using theories of second/foreign language learning, which give useful insights into the phenomena. Krashen's (1982 as cited in Oteir & Al-Otaibi, 2019, p.311-312) Affective Filter Hypothesis emphasizes the role of affective elements that may be divided into three categories: 1) motivation, 2) self-confidence, and 3) anxiety. the importance of this theory in pedagogy is that it presents a language teacher in a new light to facilitate input and make it accessible in a low anxiety situation; a teacher can reduce students' anxiety by employing tactics such as focusing on the message rather than the form.

Horwitz, Horwitz, and Cope (1986 as cited in Oteir & Al-Otaibi, 2019, p.312) claim that anxiety related to learning a foreign language is a situation-specific form; Chen and Chang (2004 as cited in Oteir & Al-Otaibi, 2019, p.312) consider foreign language anxiety to be a kind of situational anxiety. It is a fear experienced by learners when speaking; speech anxiety and communication apprehension are other terms that refer to this concept; they are used interchangeably (Tadjouri, 2017, p.9).

Horwitz et al. (1986: 127) assert that “communication apprehension is a sort of shyness marked by fear or anxiety about communicating with people”. But there are some common symptoms of speaking anxiety that simply differ in the degree and the ability of individuals to cope with them (as cited in Tadjouri, 2017, p.9).

When a body is anxious, it exhibits various physical symptoms of speaking anxiety; learners who experience anxiety might be identified by certain symptoms (Seggar & Sid Ali, 2017, p.13). Krinis (2007 as cited in Seggar & Sid Ali, 2017, p.13) classifies the symptoms of speaking anxiety into three groups: emotional, physical and behavioral signs and symptoms.”anxious learners toward speaking feel that others are here only to evaluate them or even to pick out only the negative points of their performance... this kind of speakers always tries to escape from social situations” (Seggar & Sid Ali, 2017, p.13). Redness of the face, shortness of breath, shaky voice, sweating, trembling and the feeling of dizziness are physical symptoms of a speaker suffering from speaking anxiety” (Krinis ,2007 as cited in Seggar & Sid Ali, 2017, p.13).

In fact, most of these symptoms are caused by the lack of confidence in the learner’s abilities, the belief that they should be perfect at language and fear of negative evaluation from the others. “Some people may show all these symptoms as a result of their high level of anxiety. ..other speakers can show less symptoms and signs and the reason is that they are less anxious and worried about speaking comparing to others” (Seggar & Sid Ali, 2017, p.14).Speaking in EFL classes is considered as one of the most challenging tasks for many students. The symptoms mentioned above can be clearly noticed in an anxious learner when he/she is asked to speak. When EFL learners get anxious, they tend to speak fast

Krinis (2007) adds that there are behaviours that the audience may notice in an anxious speaker. The person worried about speaking tends to be quiet and tries to be hidden on the background where not many people can notice his/her presence. This kind of speakers can be noticed by their troubling body language. They may move their body members unconsciously, for instance their legs, hands or head (as cited in Seggar & Sid Ali, 2017, p.14).

All the learners suffer from anxiety when it comes to speaking in front of an audience due the negative thoughts they have about themselves. Speaking anxiety is a very serious problem that hinders EFL learners from improving their speaking skill and harms their oral performance as well as their achievements. This psychological issue should be treated and not ignored so that it will less the negative effect on the learners' oral performance. Thus, finding the appropriate strategies to overcome this issue is a must. Researchers have done many studies in order to identify the factors that cause speaking anxiety.

### **1.5 Causes of Speaking Anxiety**

The sources of speaking anxiety in EFL students should be identified in order to reduce the issue. Several academics have done studies to determine the causes of this critical issue (Seggar & Sid Ali, 2017, p.11).Learners' differences have gained important attention in terms of language aptitude and learning motivation (Dörnyei, 2005 as cited in Altunel, 2015,p.9). Learners are not the same whether inside or outside the classroom (Aboud, 2017, p.36).

(Edge 1993, p. 9) states that each one differs from the other either in personality or learning style". Also they are influenced by their age, education, social and cultural background. Nervousness and a lack of self-confidence may be provoked by those differences and will lead to certain classifications of learners under some levels: successful, medium, and low level learners (as cited in Aboud, 2017, p.36).

Individual differences contribute to speaking anxiety. Learners are classified as introvert or extrovert learners. Introverted and extroverted learners have their own learning styles Extroverts are interested in what happens around them; extroverts seek stimulation (Myers, 2003

as cited in Altunel, 2015, p.13).”introvert people are more interested in their own thoughts and feelings than in things outside themselves, and are often shy and unwilling to speak or join in activities with others” (Altunel, 2015, p.13).Introverted learners prefer to study alone and avoid participating.. Extroverted learners find pleasure in interacting and exchanging ideas.

Each learner has his/her own style of learning. These differences depend on the learners’ abilities, motivation and interests. “learners who are high in introversion are most of the time anxious...Extroverted learners are less anxious and feel active, bright and warm more than introverted ones” (Aboud, 2017, p.37). Teachers need to be aware of the different styles of their students so that they can provide them with help.“Language anxiety is the worry that learners have when they use a second or foreign language; they find it difficult to involve themselves in an unfamiliar language situation (Spielberger, et.al.1995 as cited in Barkat & Hadji (2018, p. 20).

Many EFL learners are highly anxious because of the participation in speaking activities. It is assumed that the most anxiety-provoking in foreign language setting is the speaking skill (Lahgui, 2017, p.7). So, speaking is the main reason of anxiety that is expressed by most of learners especially when they have to speak in front of their classmates.“Many scholars in the domain of language education and psychology have asserted that second language anxiety has been almost totally correlated with oral performance of language use (Horwitz, Horwitz and Cope, 1986, p.125)...noticed the negative relationship between anxiety and oral performance” ( Barkat & Hadji, 2018, p. 19-20),

Students get stressed before giving a speech because they are afraid of performing poorly in front of their classmates;, anxious learners are very concerned about what their teacher and classmates think about their speaking skill; the audience, in the eyes of the students, is an observer; being in front of their classmates provokes the feeling of tension (Seggar & Sid Ali, 2017, p.11-12). EFL learners have lot of misconceptions as some learners believe that they must have a native-like accent and this belief can have a negative impact on their performance (Al-Mukdad, 2021, p. 381).

In the psychological domain, anxiety is considered by Kimura (2002) as the opposite of the two terms 'high self-esteem' and 'willingness to take risks.' In addition, he hypothesizes that successful learners show high self-esteem and have less anxiety in oral communication. Correspondingly, low level of self-esteem means a higher level of anxiety (as cited in Al-Mukdad, 2021, p. 381).

Self-esteem has a crucial relationship with speaking anxiety. Students with high self-esteem cope with stress and focus on their speaking skill. Learners with low self-esteem do not improve their speaking skill. "According to Ayres (1986), English learners feel anxious while speaking due to their negative perception of their own capacities" (Seggar & Sid Ali, 2017, p.11). Learners with high fear of negative evaluation and of the audience do not make any progress during their learning process. Anxiety comes from fear, and speaking anxiety is a culmination of subconscious fears that appear on the learner when he/she attempts to speak in front of his/her peers and teacher.

Anxiety arises from the beliefs that instructors develop over language teaching... Teacher's centered classes do not allow students to express themselves, ask questions or direct their own learning. All these elements contribute to the development of students' anxiety especially since they remain passive and cannot show their capacities in speaking the target language. Thus, teacher's classroom centered affects students learning process and contributes to learner's anxiety (Seggar & Sid Ali, 2017, p. 12).

Learners dislike being criticized while performing in front of their classmates. Teachers who correct each error that their students make when speaking English create unconsciously the feeling of worry among their students. Those students believe that they are not competent in speaking that language since the speeches they produce are full of mistakes. This belief automatically makes them anxious when required to speak in that language (Seggar & Sid Ali, 2017, p.12-13). It evolves a feeling of embarrassment and discomfort. That is why a teacher should be aware of the right techniques of error correcting. Learners' speaking anxiety can arise from their lack of practice to the foreign language which they are studying. Foreign language Anxiety is immense and it seems to affect speaking.

## **1.6 The Impact of Anxiety on Students' Oral Performance**

Foreign language anxiety can be a major cognitive and physical barrier to learners' abilities, particularly its negative impact on students' speaking skill. It is the most critical aspect in the learning process that hinders EFL learners' oral performance. Because anxiety is an emotional element in language learning, it may have a negative impact on other affective factors such as motivation and attitude. Learners who are anxious about learning a foreign language may feel unhappy, concerned, forgetful, sweaty, and may show other symptoms as well. The negative effects of anxiety can be clearly seen through learners' behavior when performing in a foreign language; some students find difficulties in putting thoughts into words others forget.

Anxiety is one of the most affective factors that have a negative impact on foreign language learners. Anxiety has a negative impact on learners' oral performance (Aboud, 2017). Some symptoms can be observed on anxious learners such as difficulty in concentrating, forgetfulness, sweat and worry; most of the time, learners exhibit avoidance behavior like missing classes and avoiding speaking (Horwitz et al., 1986, p. 127 as cited in Sabbah, 2018 , p.15). Anxious learners may feel confused and uncomfortable; their brain will not stop from making bad scenarios and overthinking.

One of the most significant psychological barriers for many EFL Learners is anxiety (Maouche, 2010, p. 8 as cited in Al-Mukdad, 2021, p. 380). It is evident that anxiety is a crucial factor to consider when learning a foreign language particularly due to its emotional, physical, and psychological obstacles on learning and practicing the language. According to Al-Mukdad, 2021, p. 380), "it also hampers learning the language because anxious learners seem to be less willing to communicate and the effects of anxiety are clear especially in the oral activities (Subaşı, 2010)".Anxiety affects foreign language learners "The more anxious learners are, the less likely they are to do well at speech skills" (Allright and Baily, 1991, p.173 as cited in Barkat & Hadji, 2018 , p. 20).

scholars and educators perceive foreign language anxiety as a hindrance to language learners' achievements in the learning process .Although, it is not clear yet whether it is the increasing anxiety which prevent learners from improving the speaking skill, or whether it is the weakness in speaking skill that provoke anxiety (Allright and Baily, 1991, p.173 as citedin Barkat & Hadji, 2018, p. 20):

Anxiety is a well-studied topic in the field of foreign language learning; it is crucial to know how foreign language anxiety, influences learners; when students are anxious, they may avoid speaking to avoid the embarrassment of having to speak; language anxiety has a huge negative impact on students, causing them to lose their ability to learn in the classroom (Mimeche & Kihal , 2018, p. 38). It causes nervousness which makes it difficult for the learners to stay focused and interact with their classmates. “Anxiety experienced in public hinders the communication and therefore prevents students from an effective learning; in addition, speaking anxiety affects the audience since it prevents them from understanding what has been said” (Seggar & Sid Ali, 2017, p.11).

Horwitz (2001, p.112) confirmed that there is " a continuous moderate negative relationship between anxiety and achievement"...The gap between what learners can do in their home language and what they can do in FL results in “reticence, self-consciousness, fear, or even panic” (Horwitz et al., 1986, p.128). This overwhelming situation makes students less interested in improving their speaking skills. Also, anxiety affects learners' personality (Mimeche & Kihal , 2018, p. 38).

To identify the effects of language anxiety on learners' personality, Horwitz et al (1986, p.129) stated that some “psycho-physiological symptoms” are related to anxiety. Learners may suffer from "tenseness, trembling, perspiring, and palpitations"... Andrade and Williams (2009, p.4) added that when language anxiety affects learners, they may suffer from muscle tension, dry mouth, and excessive perspiration and some psychological symptoms like: embarrassment, feeling of helpfulness, fear, going blank (as cited in Mimeche & Kihal , 2018, p. 38-39).

Dornyei (2005) asserted that debilitating anxiety impacts cognition components such as working memory. Learners with high anxiety tend to lose their focus because debilitating anxiety hinders learners' retention of linguistic knowledge. Foreign language anxiety is a serious problem that must not be ignored. "Students who expressed more foreign language anxiety tended to receive lower exam grades than their less anxious students"(Phillips, 1992, p.17 as cited in Mimeche & Kihal , 2018, p. 39).).

Therefore, both teachers and students should be aware of the impacts of speaking anxiety so that they can know how to deal with it. It is obvious that anxiety has a negative impact on students' oral performance. This may cause learners to avoid participating in oral sessions because they see themselves as a total failure in speaking and makes them less motivated about their learning process leading to a poor classroom oral performance.

## **1.7 Previous Studies**

There are so many studies that are in some way or another linked to this research. A research work entitled *Investigating the Effects of Anxiety on Students' Oral Performance* was conducted by Aboud (2017). This study concerned the negative impact of anxiety on students' oral performance. The aim was to gain a deep understanding of the impact and causes of students' anxiety. A questionnaire was administered to (35) second year students of English and their teachers at Larbi Ben M'hidi University - Oum El Bouaghi. The main findings have revealed that students experience anxiety due to many reasons such as lack of motivation, lack of self-confidence, negative self-perceptions, , and fear of making mistakes.

Irzeqat (2010) dealt with the negative effect of anxiety that EFL students face while speaking English as a foreign language. Because anxiety has a negative effect on learning a foreign language and especially the speaking skill, this study aimed at investigating the psychological elements that cause anxiety and the strategies used by learners and teachers to reduce anxiety. A questionnaire and an interview were used for data collection. They were



administered to (80) students from different levels (tenth and eleventh grades) and their teachers at Hebron University. The study revealed that anxiety yielded a negative effect on oral proficiency; this negative effect is aroused by a number of factors, including the environment and linguistic competence (Irzeqat, 2010, p.88).

Asyisyifa et al. (2019) conducted a research work entitled *Students' Speaking Anxiety in EFL Classroom..* EFL learners struggle with anxiety. The purpose of this study was to look into the issues of students' anxiety in oral performance and the aspects that cause anxiety to propose some suggestions to cope with anxiety. 30 students from the first grade were the respondents of this research then the researchers interviewed students that have relaxed, mildly anxious and anxious level.

Based on the questionnaire, most students experience anxiety when they speak English due to their low self-esteem and worry whereas the interview showed that students feel anxious because they were afraid if the teacher asked them to speak about a topic that they have no idea about, It was also revealed that learners have a negative mindset when they are speaking. They are afraid of mispronouncing; saying inappropriate words and being laughed at by their friends when they are speaking (Asyisyifa et al., 2019). Many studies have proved that several factors cause speaking anxiety to EFL learners. The classroom atmosphere, the rapport between the teachers and learners, speaking activities, and ways of evaluating learner' oral performance are the main causes of anxiety.

A study entitled *The Impact of Anxiety on Students Classroom Oral Participation* was conducted by Ghanmi and Babaci (2020). The aim of this study was to identify the effects of Anxiety on students' oral participation. In order to reach the goal of this investigation, data has been collected through the use of two questionnaires.. The questionnaire was administered to the third year students of English at Adrar University, as well as six teachers. Only fifty three out of eighty nine students responded to the questionnaire

The study revealed... that students' anxiety and oral classroom participation are negatively correlated ...anxiety leads to low self-confidence, reduces motivation, interferes with the students' ability to acquire new vocabulary and pronounce words accurately, and all of these lead to poor classroom oral participation (Ghanmi & Babaci, 2020, p.82-83).

Xianping (2003) made a study on *Language Anxiety and its Effects on Oral Performance in Classroom* at XiangFan University-China. This study dealt with the issue of the impact of anxiety on foreign language learners' oral performance. The aim was to know the reasons behind this psychological phenomenon and the strategies to reduce language anxiety during oral classes. 97 second year non English major students were selected. Participants were given the foreign language anxiety scale.

Previous studies have proved that speaking anxiety is a major problem faced by many EFL learners that negatively impacts their oral performance. All the findings revealed that fear of negative evaluation, low self-esteem and the fear of making mistakes or being judged, are the main reasons that cause speaking anxiety among EFL learners. According to prior research, both teachers and students are aware of speaking anxiety issue and its huge negative impact on their learning process, precisely their oral performance. Teachers and their learners provided various strategies in order to lessen from speaking anxiety in EFL classrooms. By examining previous studies that have dealt with speaking anxiety, the researchers have an adequate understanding of the whole topic and the new contribution to the current study.

## **1.8 Conclusion**

During the learning process, EFL learners struggle from different psychological issues that hinder them from achieving their goals. Anxiety is considered as one of the most problems faced by many learners. The first chapter reviewed the importance of speaking for EFL learners, its components and different barriers that hinder learners from speaking in oral classes that prevent them from improving their communicative skills. Actually, many scholars in the field of language education have attempted to identify the causes of speaking failure. The majority of studies showed that anxiety is the main reason that has a negative impact on students' oral performance. Knowing how to overcome this phenomenon becomes a matter in order to encourage learners to engage in the communicative process. This chapter proved that speaking anxiety does impact EFL learners' learning process.

## **Chapter Two: Data Collection and Analysis**

### **2.1 Introduction**

### **2.2 The Sample**

### **2.3 Data Collection**

#### **2.3.1 Description of the Students' Questionnaire**

#### **2.3.2 Description of the Teachers' Questionnaire**

### **2.4 Data Analysis**

#### **2.4.1 Analysis of the Students' Questionnaire**

#### **2.4.2 Analysis of the Teachers' Questionnaire**

### **2.5 Data Interpretation**

### **2.6 Suggestions**

### **2.7 Conclusion**

## **Chapter Two: Data Collection and Analysis**

### **2.1 Introduction**

The present research work aims at investigating the impact of anxiety on EFL learners' oral performance notably, third year students of the department of English at the University of Abu Bakr Belkaid-Tlemcen. In order to confirm or reject the research hypotheses, the researchers have used two questionnaires as instruments for data collection that were administered to students and their teachers. This chapter is devoted to the methodology employed. It includes the chosen method that suits the research work; it tackles the sample, data collection, the instruments needed to fulfill the study and data analysis. It ends up with suggestions and recommendations.

### **2.2 The Sample**

Many EFL learners struggle with several psychological issues that they are not even being aware of. During oral sessions, speaking anxiety is considered as one of main issues that negatively impacts students' speaking skills development, leading to bad oral performance. In this vein, understanding where students' anxiety comes from is essential. The objective of this research work is to know whether students and their teachers are aware of the effects of anxiety, to identify the main reasons that cause anxiety and finally provide both teachers and learners with some strategies to deal with speaking anxiety. By reaching the objective of this research, teachers and their learners will get a deep insight about this issue and learn how handle it. Thirty-five students of the department of English at the University of Tlemcen are the sample

A sample can be defined as a group of participants selected from a larger population by the researcher to conduct his study with a manageable data. In other words, "The two main advantages of sampling are the faster data collection and lower cost" ( Ajay & Micah, 2014, p.3). A sample is a group of people derived from a larger population for measurement purposes. It should be representative of the population to guarantee that the gathered data can be generalized to the whole population, (Turner, 2020). A sample allows the researchers to generalize the findings. Third year students of the department of English at the University of Abu Bakr Belkaid at Tlemcen are the sample selected for this research work.

Thirty-five students (male and females) responded to the questionnaire; they were selected randomly from two groups (2 & 5) among the total number of the third year Licence students' population. The researchers realized that, in addition to the students' questionnaire, another one for teachers was required because teachers play a vital role in this study. The questionnaires were distributed to two (02) teachers of the oral expression module at the University of Abu Bakr Belkaid at the department of English.

### **2.3 Data Collection**

Data collection is defined as the procedure of gathering, measuring and analyzing the findings to answer research questions and test hypotheses (Kabir, 2016, p.2). Different methods might be followed to collect information about students' classroom anxiety. In this research work, the questionnaire was selected to be the main and only research tool. A questionnaire is a research tool that consists of a series of questions that can be closed ended, open ended or multiple-choice questions. Its purpose is to collect both qualitative and quantitative data from respondents.

A questionnaire can be of great help to researchers as it assists them in gathering a big deal of data with low cost and in a short time. In this present study, the researchers have opted for the use of the questionnaire as their tool of data-collection to gain both qualitative and quantitative data. The questionnaire was also chosen for the reason that is one of the most practical research instruments and due to the raging pandemic of Covid-19, in respect to social distancing. The researchers designed the questionnaire with the goal of examining the impact of anxiety on EFL learners' oral performance.

#### **2.3.1 Description of the Students' Questionnaire**

The questionnaire was designed to find out if third year Licence students of the department of English at the University of Abu Bakr Belkaid-Tlemcen struggle from speaking anxiety during oral sessions. It sought to elicit students' perspectives on anxiety and its effects on attitudes, performance, and achievement. The researchers designed this questionnaire with the goal of gathering data about the students' attitudes and giving them the freedom to express their ideas and beliefs about anxiety causes and the various strategies that can help them overcome

anxiety and improve their speaking abilities to achieve better oral performance. To answer the research questions and in order to confirm or disconfirm our hypothesis, a questionnaire of 10 questions was administered to 35 students from two groups (5&6).

The questionnaire included two types of questions: "closed" and "open-ended." Closed questions require students to respond with "Yes" or "No," or to tick off the correct answers from a list of options whereas open-ended questions require them to provide personal opinions or background information about subjects, or to justify their choice ( see Appendix A). The questionnaire given to students started with an introduction that explained the purpose of the research, assuring them that their answers will certainly remain confidential and will only be used for research purposes. The two first questions required students to respond with a "Yes/No", it aimed at knowing whether students feel comfortable participating in oral sessions or not, in case they chose No as answer,

The researchers wanted to know if anxiety is one the reasons that makes them uncomfortable. They provided them 5 multiples questions by ticking off the correct answers from a list of options, with the possibility to suggest other options in their answers. The purpose behind these questions was to identify the degree of students' anxiety, which oral activities make them feel anxious and the reasons that cause them speaking anxiety and finally the physical impact of anxiety. In addition to the mentioned questions, the researchers gave students 3 open ended questions requiring them to provide their own opinions about the atmosphere created by their teachers, what they want from their teachers to do in order to reduce their speaking anxiety and the strategies that they use themselves to overcome speaking anxiety.

### **2.3.2 Description of the Teachers' Questionnaire**

The teachers' questionnaire is intended to elicit information about whether oral module teachers at the department of English in Abu Bakr Belkaid's university in Tlemcen are aware of their students' speaking anxiety in oral classes and if they take the necessary actions to help them overcome this issue. The researchers chose randomly two teachers of the Oral Expression module at the department of English in the University of Abu Bakr Belkaid and handed them the questionnaire to provide the data needed for this study. The teachers' questionnaire also included

two types of questions: closed and open-ended (see Appendix B). It began with a few lines describing the purpose of the questionnaire and the intent of the research, as well as informing the teachers that their responses would be kept confidential and would only be used for research purposes.

The first question in the teachers' questionnaire was a yes/no question designed to gather information about teachers' perspectives on teaching the oral expression module. In the following question (Q02), the researchers asked teachers to choose which option best described their students' level of anxiety, in order to determine whether or not they are aware of it. The questions 03 and 04 were aimed at asking teachers about the impact of anxiety on learners' oral performance and whether anxiety is more related to the speaking skill than the other skills, with the option to explain why in Q04. The purpose of these two questions was to find out if teachers noticed the impact of anxiety on their students' speaking skill, if anxiety is related to this skill more than other skills, and what the reason for this relationship is.

In the fifth question, teachers were asked whether they attempted to create a relaxed atmosphere in class and, if so, how they did it. By asking this question, the researchers hoped to learn about the atmosphere provided in class by teachers and the ways they employed to do it. The following question in the questionnaire was a multiple-choice question designed to elicit teachers' perspectives on the factors that make their students anxious. The purpose of this question was to determine whether teachers are aware of the factors that cause their students to be anxious. The following yes/no question (Q07) was designed to elicit teachers' thoughts on their students' oral performance when they know that they are not being evaluated. The goal of this question was to see if students' oral performance differed when they were being evaluated versus when they were not being evaluated.

The two questions that came next (Q8 and Q9) were destined to ask the teachers about which speaking activities their students feel more comfortable about and if varying these activities make their learners feel at ease. The primary goal of these two questions was to determine whether teachers are aware of their students' preferences when it comes to oral class activities. In the tenth and final question, the researchers asked the teachers about the strategies that they use to help their students overcome their speaking anxiety. The goal of this question was



to determine whether teachers care about and take appropriate measures to assist their students in controlling and defeating their speaking anxiety issue.

## **2.4 Data Analysis**

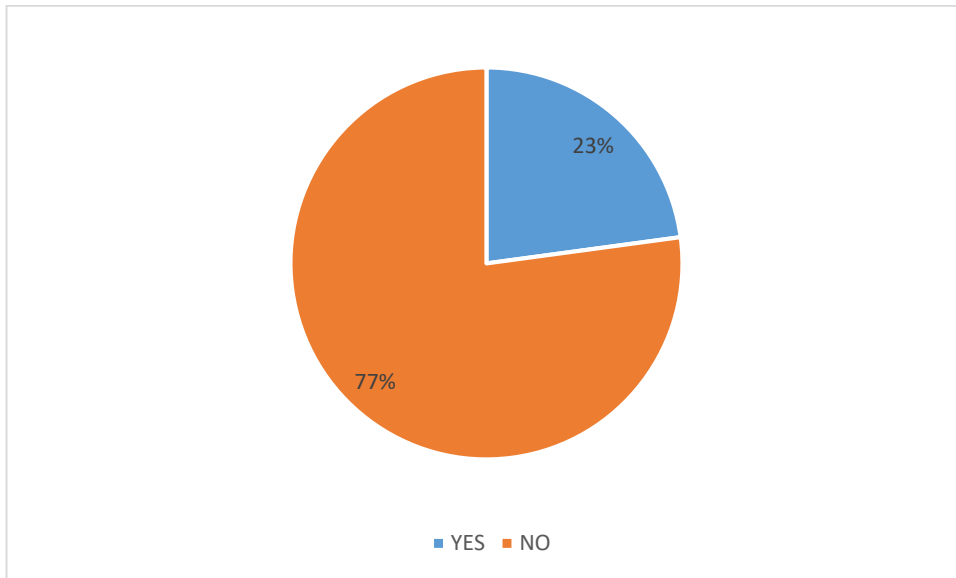
Data analysis refers to the techniques of analyzing and transforming data to reach a specific conclusion. It can be divided into qualitative and quantitative. “Qualitative analysis transforms data into findings. No formula exists for that transformation” (Patton, 2002 as cited in Check. &Schutt, 2012, p.321).Quantitative analysis is based on numbers and statistics. Qualitative data can be good complement to quantitative data. Data analysis is a crucial part of the research as a whole; therefore, a researcher must have the necessary skills for this task. The questionnaires were analyzed both qualitatively and quantitatively.

### **2.4.1 Analysis of the Students’ Questionnaire**

**Q1:** a- Do you feel at ease participating in the oral expression?

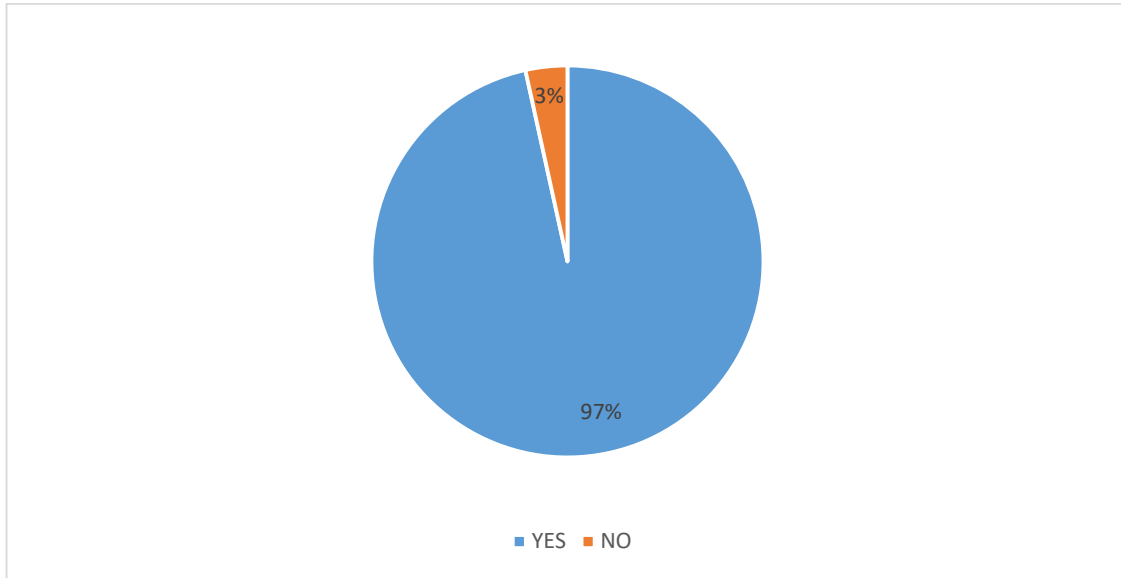
**b-**If no, is anxiety one of the causes?

Students’ feeling about taking part in oral classes can be seen as an important factor that determines their success. The participants were given this question in order to find out how students feel about participating in oral classes with the aim of knowing if anxiety is one of the main reasons that make learners avoid participating in oral sessions. The figure presents students’ feeling about oral class participation



**Figure2. 1-**Students' feeling about oral class participation

According to the statistics above, all of the participants (35) answered the questionnaire. Only few students claimed that they feel comfortable speaking in a foreign language, while the majority of students indicated they do not feel at ease participating in oral class, i.e., they do not find any pleasure when they are asked to speak. The researchers deduced from the findings that students who are comfortable in oral class because they have a high level of self-esteem whereas the majority of students who are uncomfortable in oral class may be suffering from psychological problems such as anxiety, shyness, or stress. The figure demonstrates if anxiety is one of the main reasons that makes learners avoid participating in oral sessions.



**Figure 2.2-**Anxiety during oral sessions.

According to the data in the figure above, most of the students experience anxiety during oral lessons, while only one student indicated that anxiety has no effect on his oral performance. It can be said that anxiety is one of the factors that contributes to learners' foreign language difficulties, and they are hesitant to show their abilities because anxiety plays a crucial role in preventing them from doing so, i.e., when they speak, they experience a mental block that prevents them from speaking English fluently.

**Q2:** To which extent does anxiety affect your oral expression class performance?

All EFL learners suffer from speaking anxiety but with different levels. This question was administered to students with the objective to depict the level of anxiety experienced during oral sessions. The table presents students' opinions about the extent to which anxiety affects their oral performance.

**Table 2.1-** Students' opinions about the extent to which anxiety affects their oral performance.

Options	Participants	Percentage
High extent	11	31%
Intermediate extent	17	52%
Low extent	7	17%

The table above depicts the level of anxiety experienced during oral sessions. It is noticed that anxiety some students to high extent, a greater number of students to an intermediate extent and a couple of students to a low extent. The amount of the students who assumed that anxiety has an intermediate extent in influencing their foreign language learning process is more than the other levels. The researchers deduced from what was mentioned before that the majority of learners are affected by anxiety in their learning but with different levels.

**Q3:** Why do you feel anxious? Is this due to:

- The communication apprehension
- Lack of motivation
- Low self-esteem
- Others

Understanding where students' speaking anxiety comes from is crucial. The third question was designed with the purpose of identifying the sources that cause speaking anxiety to EFL learners. The table demonstrates the causes of anxiety.

**Table 2.2-** Causes of anxiety

Options	Participants	Percentage
The communication apprehension	8	23%
Lack of motivation	9	26%
Low self-esteem	11	31%
Others	7	20%

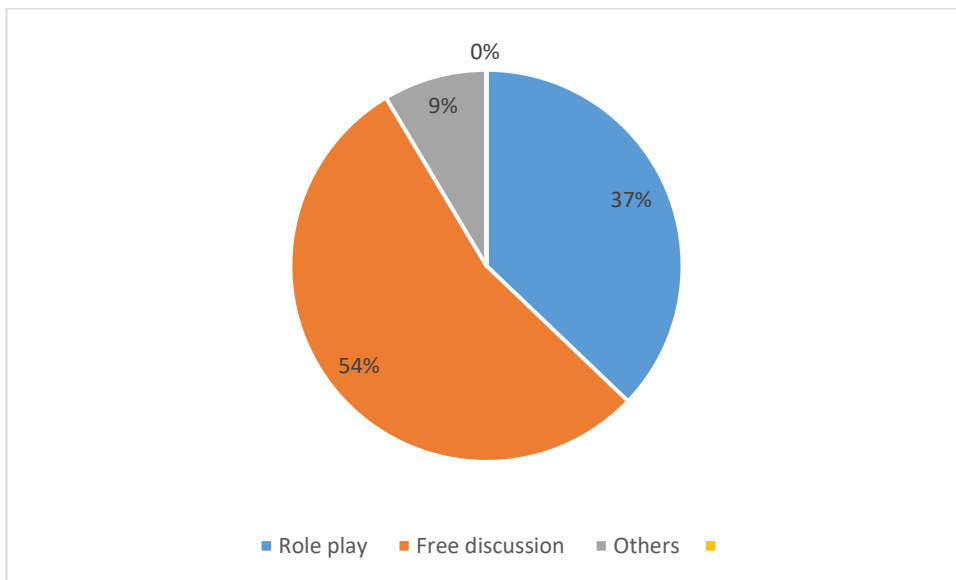
The statistics above show the factors that make learners feel anxious when taking part in oral class. Most of the participants believe that low self-esteem is the main source that causes them anxiety. However, other students think that due to the lack of motivation that they feel anxious and some of them believe that the communication apprehension causes them anxiety. The researchers also provided students the opportunity to suggest other options in the

questionnaire. 7 students claimed that their speaking anxiety is due to the fear of being judged or laughed at by their classmates as well as the lack of vocabulary and practice. From these findings, the researchers notice that the cause of learners' speaking anxiety is negative self-perceptions. One can say that students' negative self-perceptions play a crucial role in their failure in the learning process; they are a barrier that prevents them from achieving their goals.

**Q4:** In which kind of speaking activities do you feel more anxious?

- Role play
- Free discussion
- Others

There are some unpleasant speaking activities that provoke anxiety in students. For this reason, this question was raised. Its aim was to pinpoint which kind of speaking activities makes the learners more anxious. The figure demonstrates activities that cause more anxiety.



**Figure 2.3-**Activities that cause more anxiety.

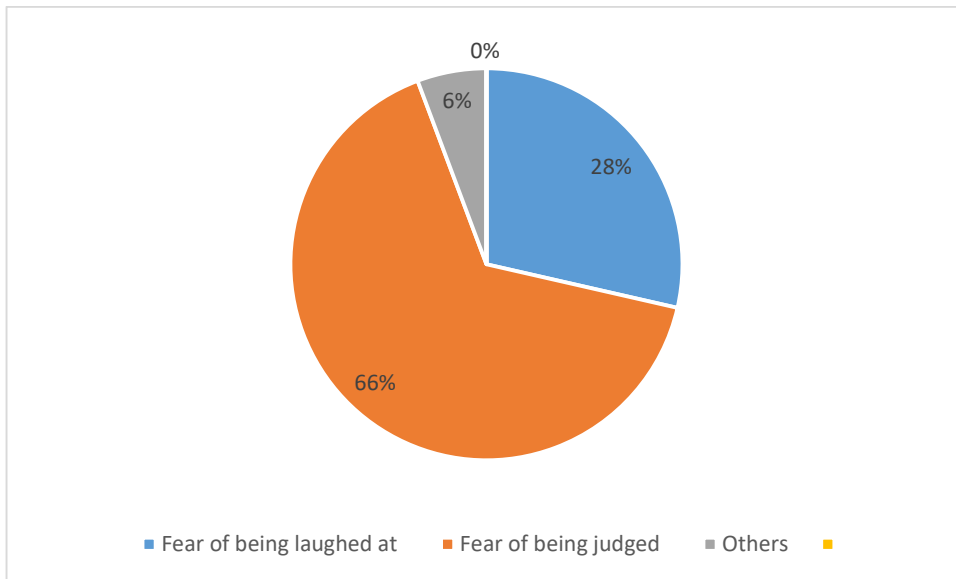
The figure above revealed the type of activities in which students feel more anxious. A small number of participants stated that role play makes them feel uncomfortable. While the majority of students feel more anxious when the teacher gives them free topics to discuss and few students reported that any kind of speaking activity make them feel anxious. The researchers may assume that the activities that provoke anxiety for the learners are free discussion and role play

activities because they are required to speak spontaneously and fluently in front of the entire class which increases their anxiety and negatively impacts their oral performance.

**Q5:** According to you, classroom anxiety is a result of:

- Fear of being laughed at
- Fear of being judged
- Others

Speaking anxiety may result from the fear of the audience's reaction. In order to identify what result anxiety, the researchers presented this question. The figure demonstrates what causes anxiety.



**Figure 2.4-**What causes anxiety

The figure above displays why students get anxious during oral performance. Only few students indicated that they are afraid of being laughed at by their classmates where a larger number of students claimed that they are afraid of being judged by their peers as well as their teachers and only 2 students claimed that social anxiety and the high expectation of the teachers makes them anxious. The researchers conclude that students perceive themselves as absolute failure while speaking in oral class. Their high level of anxiety gives them an unsuccessful self-image that makes them think about other students' reactions and that their classmates are better at

language than they are. Anxiety affects students' self-esteem and reduces classroom oral participation.

**Q6:** Do you tremble when the teacher asks you to answer?

- Always
- Sometimes
- Rarely
- Never

There are some physical symptoms that appear on learners who suffer from speaking anxiety. Thus, this question was designed in order to know whether students tremble when their oral teacher asked them to participate. The table demonstrates the physical impact of anxiety.

**Table 2.3-** Physical impact of anxiety

Options	Participants	Percentages
Always	5	17%
Sometimes	21	57%
Rarely	7	20%
Never	2	6%

The statistics above show the physical effect on anxious learners. The majority of participants reported that sometimes they tremble when the teacher asked them to speak, few students said that they always tremble while speaking, while minority of students claimed that they rarely tremble during oral sessions and only 2 students answered never. It has been observed that the minority of students are not anxious during oral sessions. The researchers may assume that they consider themselves as talkative and able to participate. The others claimed that they feel anxious and they tremble when the teacher asks them to speak. This could be due to psychological issues, low self-esteem and linguistic problems.

**Q7:** During oral activity, do you find difficulties in expressing yourself?

- Always

- Sometimes
- Rarely
- Never

Due to many factors such as the fear of being evaluated, lack of vocabulary and low self-esteem, EFL learners may find some difficulties in expressing their ideas in smooth way. This question was asked based on the Likert-type scale in order to know how often do students struggle with expressing themselves. The table demonstrates the self-expression in oral activity.

**Table 2.4-** Self-expression in oral activity

Options	Participants	Percentages
Always	11	31%
Sometimes	18	52%
Rarely	4	11%
Never	2	6%

The statistics above reveal if the students find difficulties in expressing themselves during oral sessions. Not many students stated that it is always difficult for them to express their ideas in oral classes, a huge number of students claimed that it is sometimes hard for them to communicate and express themselves, just few students that rarely struggle during oral sessions and only 2 students said never. The researchers can suggest that since anxiety is the most significant factor that hinders students' oral performance, students should be helped to overcome this barrier by providing a more relaxed atmosphere in order to express themselves freely.

**Q8:** What type of atmosphere does the teacher create in oral expression class?

The atmosphere provided by oral teachers plays a major role in increasing or decreasing students' speaking anxiety. The purpose of this question was to know what kind of atmosphere the teacher creates during oral classes. The majority of students reported that their teachers try to create a non-judgmental, comfortable and full of enthusiasm atmosphere. This can be seen as a positive factor that encourages students in their learning process. However, some of them claimed



that their teachers create a stressful, severe and destabilizing atmosphere. This may make the learners very anxious and therefore they do not participate during oral sessions.

Q9: What do you want from your teacher to do in order to reduce your anxiety?

In order to lessen from students' speaking anxiety, teachers must provide some techniques to help their students to overcome this issue. The objective of this question was to identify the strategies that teachers should use in order to reduce learners' anxiety. The majority of learners want from their teachers to be aware of this psychological problem and to help them to overcome it by creating a strong bond between their learners, paying attention to those who struggle when it comes to speaking, not interrupting them while speaking and asking them to feel free. In order to reduce learners' anxiety, others suggested that teachers should be more aware of the coping skills of their students and encourage them to do simple deep breathing exercises, use positive self-talk and interact with them constantly. While some students believe it is not a matter of the teacher but of the student himself; the learner should be aware of how to deal with his/her anxiety. From these findings, it is noticed that the teacher plays a crucial role in reducing students' anxiety in oral classes; thus, teachers need to be facilitators in a professional way not only to help students to learn but even to overcome all the psychological fears they bring with them in class.

Q10: what can you do to reduce your anxiety during oral classroom?

Every learner has his/her own coping mechanism to deal with speaking anxiety. This question was given in order to know the strategies used by students to overcome their anxiety, their answers were as follows:

- When the teacher uses a sense of humour and be less strict, students will be more comfortable.
- Preparation and practice are crucial strategies to overcome anxiety.
- Creating an empowering atmosphere in the classroom.
- Being confident and facing anxiety by interacting more with their classmates.
- Practising relaxation strategies such as positive self-talk
- Trying new speaking activities and discussing trending topics to help reduce learners' anxiety.
- Acknowledging students' anxious feelings and helping them to realize that anxiety is a widespread phenomenon.

## 2.4.2 Analysis of the Teachers' Questionnaire

**Q1:** Do you like teaching oral expression?

Yes  no

Why?

The atmosphere created by oral teachers can tell whether the teacher enjoy teaching oral expression module or not, because this letter can either cause or lessen from students' speaking anxiety. The first question was raised with the aim of gathering information about teachers' perspective on teaching the oral expression module. The table demonstrates the teachers' opinions.

**Table 2.5-**Teachers' opinions about teaching oral expression

Teachers	Answers
Teacher 1	Yes, it gives teachers the opportunity to practice language and build rapport with students.
Teacher 2	As long as language is seen as a means of communication, it should be oppressed firmly on the level of its spoken form.

Both teachers claimed that they enjoy teaching oral expression module. Thereseachersassume that teaching oral expression will help teachers in determining the true level of their learners. Thus, they can easily evaluate their oral performance and they will be able to help their students to improve their speaking skill by teaching oral expression in a cool approach that makes their learners feel comfortable.

**Q2:**How do you describe your students' level of anxiety in class?

1- High

2- Medium

3- Low

Teachers' awareness of how much anxiety effects learners' performance is very important to handle the issue. For this specific reason this question was designed. Its aim was to know whether or not teachers are aware of the level of anxiety of their students.This question revealed the teachers opinion about the extent to which anxiety affects their students' level. According to

the first teacher, anxiety impacts his students to a high level while the second teacher claimed that anxiety affects his students to a medium level. The results assert the existence of anxiety in the students' learning process.

**Q3:** Do you think that anxiety affects learners' oral performance?

Teachers' consciousness of the impact of the impact of speaking anxiety on their learners' oral performance is very critical. This question was presented with the objective of knowing whether teachers are well aware of the negative effects that anxiety has on students' oral performance and their achievements or not..Both teachers believe that anxiety impacts their learners' oral performance. The researchers can notice that teachers are aware of this psychological problem and its negative impact on their students' oral performance.

**Q4:** Do you think that anxiety is related to the speaking skill more than the other skills?

Yes  no

Why?

Foreign language anxiety can be related to all the four language skills. The fourth question in the survey was intended to know the teachers' opinion about the relation of anxiety towards speaking and other skills. The table demonstrates the teachers' opinion.

**Table2.6-** Teachers' opinion about the relation of anxiety towards speaking and other skills

Teachers	Answers
Teacher1	Yes, students are afraid of face to face speaking and also making mistakes.
Teacher 2	Yes, because on the level of speaking skill you will not have sufficient time to monitor yourself. Furthermore, stress may lead to the oral production disruption.

The table above displays that both teachers believed that anxiety is related to speaking more than the other skills. This could be due to the fact that students do not have enough time to think and are required to speak spontaneously and fluently in a very short amount of time.

Furthermore, students may feel more anxious while speaking because they are afraid of making mistakes and being judged by their teacher or classmates.

**Q5:** Do you try to establish a relaxed atmosphere in class? If yes how?

A good classroom atmosphere is the main factor that can make learners feel free to participate and make mistakes knowing that won't be judged for it. In order to know what kind of atmosphere do the teachers create in oral session classrooms, this question was raised. The table demonstrates the atmosphere provided by teachers in class.

**Table 2.7-** Atmosphere provided by teachers in class

Teachers	Answers
Teacher 1	Yes, by telling students that they are here to learn and making mistakes is a part of the learning process.
Teacher 2	According to Steph Krashen a crucial factor plays a decisive role on the reflection of an effective oral productivity which is the affective filter hypothesis.

According the table above, both teachers stated that they establish a relaxed atmosphere in class in order to make their students feel comfortable and therefore they will perform better.

**Q6:** why do you think your students feel anxious? Is this because of:

- 1- Communication apprehension.
- 2- Lack of motivation.
- 3- Low self-esteem.
- 4- Others.

If teachers are willing to help their students to deal with their speaking anxiety, they should have an insight about the causes that make their students feel anxious. The objective of this question was to determine whether the teachers are aware of the factors that cause their students to be anxious. The table demonstrates the teachers' opinions.

**Table 2.8-** Teachers’ opinions about the causes that make their learners anxious

Options	Teacher 1	Teacher 2
Communication apprehension	x	
Lack of motivation		x
Low self-esteem	x	x
others	Lack of training	

The table above revealed teachers’ opinion about the causes that make their students feel anxious. Both teachers reported that learners’ anxiety comes from their communication apprehension, the lack of motivation, low self-esteem and lack of practice. These causes increase students’ anxiety and prevent them from achieving their goals.

**Q7:** Do you think that students will perform better if they do not know that their performance is going to be evaluated?

Learners avoid participating in oral classes when they know that they are going to be evaluated and that every mistake they make would be taken into account. This question was designed to elicit data if students’ oral performance is affected when they know that they are being evaluated. Both teachers believed that when their learners do not know that they are evaluated, they perform better and vice versa. The researchers assume that students’ awareness of being evaluated during oral sessions affects their oral performance. They feel anxious because of their fear of their teacher’s evaluation.

**Q8:** In which kind of speaking activities do your learners feel more comfortable?

Oral class is the only place where EFL learners are supposed to practice their speaking skills. This question was given to the teachers with the purpose to know which kind of speaking activities make their students feel more comfortable. The table demonstrates the activities that the teachers claim that their students like doing.

**Table 2.9-** Teachers’ opinions about the speaking activities that make their learners feel at ease.

Teachers	Answers
Teacher 1	<ul style="list-style-type: none"> <li>- free topics</li> <li>- group/pair discussions</li> <li>- real life situations</li> </ul>
Teacher 2	The open ended-based projects activities

According to the teachers’ answers, students feel more at ease with free topics, pair discussions and the open-ended based projects speaking activities. The researchers may assume that students feel more comfortable when participating in this kind of activities because they are free to choose the topics that they are familiar with, not the ones provided by their teacher.

**Q9:** Do you think that varying speaking activities would help your students feel more comfortable?

Varying speaking activities makes the learners feel at ease and allows all the learners to participate in oral classes. This question was designed to know if varying speaking activities affects learners’ oral performance. Both teachers agreed that varying speaking activities would help their learners to feel comfortable in their learning process. The researchers believe that teachers play a significant role in reducing students’ anxiety by choosing different speaking activities in order to create a relaxed atmosphere in class.

**Q10:** What are the strategies that you use in order to help your students overcome their anxiety?

If teachers are willing to help their students’ speaking anxiety, they should provide some techniques to deal with it. For this reason, the last question was asked. Its aim was to know whether teachers take the appropriate measurements to assist their students in controlling and defeating this psychological issue and to also identify the different strategies used by them. The

majority of teachers use some particular strategies to reduce students' anxiety during oral classes. Both teachers provided a variety of strategies that they use to reduce their students' anxiety:

- Classroom engagement
- Develop an atmosphere of all learning together
- Praise/criticism when necessary
- Emphasising more on the use of the mixed strategies i.e., projects with an open-ended operating, and mixing between the competencies.

## **2.5 Data Interpretation**

The results gathered from students' questionnaire revealed that the majority of students do not feel at ease participating in oral classes due to anxiety. It is one of most psychological disorders faced by many learners during their learning process, inhibiting them from improving their speaking skill. It can be said that anxiety affects all the learners' speaking skill but with different levels and this is due to the negative self-perception and lack of motivation. Students always underestimate their abilities, focusing on what may their classmates say about them. Moreover, the findings showed that free discussions and role play are among the activities that provoke speaking anxiety in learners because they are supposed to express themselves spontaneously in a very short amount of time. Classroom atmosphere created by the teacher is one of the factors that can either cause anxiety or reduce it. According to the results obtained, most of the time teachers aim at creating a comfortable environment, full of enthusiasm in order to lessen from their students' speaking anxiety.

Teachers, without a doubt, play a critical role in reducing anxiety in students by employing different strategies. However, learners should not rely just on the techniques provided by their teachers; if they are willing to achieve goals, they must also themselves figure out how to deal with their speaking anxiety. To sum up, the three hypotheses are confirmed. As level of anxiety increases, students' oral performance is negatively affected. This can be due to many reasons such as the fear of negative evaluation; EFL learners do not perform well when they are aware that they are being evaluated and that every mistake they make is being taken into account. Moreover, students' self-esteem plays a critical role as this latter can either reduce students' speaking anxiety or cause it. Lack of motivation and the fear of being judged are also considered

as the main sources that cause speaking anxiety among learners. It is obvious that teachers are well aware of this psychological issue that is negatively affecting their students' speaking skill. According to the results obtained from students' questionnaire, their teachers always provide them with various techniques which help them to overcome speaking anxiety.

The researchers discovered through the teachers' questionnaire that both teachers questioned enjoy teaching oral sessions because it allows them to practise the spoken form of language, which is a means of communication and a way to build rapport with students. Both teachers, however, claimed that their students' anxiety in class ranges from high to medium. Furthermore, they both agreed that it affects learners' oral performance and that it is primarily related to the speaking skill because learners are afraid of face-to-face interactions and making mistakes in front of their classmates and teachers, and that stress and anxiety may lead to a disruption in oral production. Both teachers value a relaxed atmosphere in class, which they try to achieve by instilling in their students that making mistakes is part of the learning process. According to both respondents, low self-esteem is one of the factors that cause anxiety in students, along with other factors such as communication apprehension and a lack of motivation. The teachers also agreed that students' awareness of being evaluated during oral sessions has a negative impact on their performance. They stated that students feel more comfortable while performing open ended-based projects activities and that varying speaking activities has a crucial role in helping learners feel more comfortable.

Strategies used to reduce students' anxiety during oral classes vary from a teacher to another, some of the strategies used by the teachers questioned include developing a relaxed atmosphere and a mood of all learning together as well as using praise words or criticism, when necessary, in addition to emphasizing more the use of the mixed strategies like open-ended projects. Throughout the analysis of the teachers' answers, the researchers confirmed that anxiety affects students' oral performance as it results in poor achievement and causes learners to struggle in their speaking skill accomplishment. The more the anxiety increases the weaker is the performance. In addition the researchers validate that the reasons that contribute in such phenomenon are numerous and diverse as mentioned in the teachers' responses. Furthermore, through the teachers' questionnaire they come out with the affirmation that teachers provide



practice and support in order to help their students overcome anxiety in oral classes. Therefore, oral class teachers must be aware of this issue and take the appropriate measures to reduce its occurrence.

The primary objective of this research was to either confirm or reject three (03) hypothesis; (a) students' oral performance may decrease as their level of anxiety increases, (b) possibility of several reasons to why students get anxious in oral sessions, (c) teachers try to help their students by providing them with various practices and support. By providing questionnaires to thirty-five (35) third year students (males and females) from the department of English at Tlemcen's university Abu Bakr Belkaid and two (02) oral class teachers from the same department. The researchers were able to come up with enough qualitative and quantitative data to fulfill the research purpose. The results of the two questionnaires reveal that the majority of the students feel at ease participating in oral sessions. However, most of those do not, suffer from anxiety. Students' oral performance is affected by anxiety to a high extent due to numerous reasons such as fear of face-to-face interactions, lack of motivation and other reasons. At the end of the questionnaires, both students and teachers provided strategies they often use to reduce the level of anxiety in oral sessions.

## **2.6 Suggestions**

With regard to the results of the present study that have been gathered from students' and teachers' questionnaires, it has been confirmed that anxiety impacts EFL learners' oral performance. The researchers provide the following techniques and suggestions in order to help both students and teachers to overcome speaking anxiety issues. Learning a foreign language is quite important for learners to be able to speak and communicate fluently with others. Students may interact with each other and with their teachers in order to exchange information and improve their speaking skill. Interacting with classmates is considered as a beneficial strategy. Oral interaction plays a vital role. "In a language classroom, students' oral participation is crucial in order for students' language proficiency to improve." (Tsui 1995, p. 81 as cited in Benosmane, 2018 , p.2).

Teachers should plan speaking activities that involve negotiation for meaning, personalize the content of speaking and design transactional and interpersonal speaking activities (Principles for Teaching Speaking, 2014 slideserve.com). Classroom interaction contributes to language development by providing opportunities to practice the target language (Allwright, 1984 as cited in Benosmane, 2018, p.2). Teachers should provide a topic for learners to create opportunities for students to interact by group work or pair work (Principles for Teaching Speaking–slideplayer.com). They should encourage learners to take risks in English and help them to combine fluency and accuracy, (Principles for Teaching Speaking, 2014- slideserve.com).

To lessen anxiety and help students to overcome it, teachers should implement certain interventions. Learners' anxiety is decreased with the teacher's sense of humor (Mimeche & Kihal , 2018, p. 44). “teacher's verbal humor affects the class atmosphere in positive way and reduces negative barriers and feelings, if it is used properly by the teachers, it can even enhance learning and enhance competence” (Glochi & Jamali, 2011, p. 190 as cited in Mimeche & Kihal , 2018, p. 44). Teachers must create a supportive classroom environment; the classroom climate is that it serves as a motivator for learners to be less afraid to communicate in a foreign language. The role of the teacher is to create a relaxed classroom environment and encourage learners to personalize the classroom environment to their preference in order to reduce anxiety (Dornyei, 2001 as cited in Aboud, 2017, p.40).

Language learning is one of the most stressful school subjects, and one of the most effective strategies for reducing anxiety among foreign language learners is to create a relaxed atmosphere in the classrooms (Aboud, 2017, p.40). Teachers should encourage group work to help students to overcome their anxiety of being judged by their classmates and Engage students in activities to help them feel more at ease (Ortega, 2002, p. 255 as cited in Mimeche & Kihal , 2018, p. 44). “While interacting with other students, the learner has the opportunities to test his/her linguistic competence of the target language”(Ghanmi & Babaci 2020, p.24). Students should work together in order to improve their performance, motivate one another, and encourage the participation of their group members; group work is one of the most effective procedures that teachers can implement in the classroom to reduce learners' anxiety (Aboud, 2017, p.43).

Relieving students' anxieties is the most important factor in achieving good results in oral expression classes; games and music can help to create a relaxed atmosphere; creating a pleasant environment can encourage students to use the target language (Aboud, 2017, p.40-41). They should motivate their students, and keep reminding them that making mistakes is part of the learning process. Another technique that teachers can use is varying speaking activities that help students feel at ease in classrooms; they can reduce their students' speaking anxiety by incorporating diverse speaking activities (Aboud, 2017, p.42). Simulations are very beneficial to students; they help anxious students to develop self-confidence (Harmer, 1984 as cited in Aboud, 2017, p.42). Teachers can also reduce their students' speaking anxiety and raise their motivation by integrating activities about real life in their discussion; these activities can improve learners' self-confidence and reduce their anxiety; group work is another strategy for reducing students' speaking anxiety. (Aboud, 2017, p.42).

In cooperative situations, students share common goals which foster a sense of unity. "group interaction is seen in modern language teaching methodologies as a prerequisite to building the learners' communicative competence" (Dornyei, 2001, p.100 as cited in Aboud, 2017, p.42-43). The teacher serves as both a guide and a model for his students. To achieve the learning process the instructor must provide encouragement, select enjoyable and adequate activities such as storytelling, role-plays and discussion topics that relate to learners' real lives. A positive relationship between teachers and students is an important factor in successful learning. A psychologically close relationship between teacher and learner provides students with a sense of security in the classroom environment, which reduces anxiety and leads to higher achievement (Pianta, 1999 as cited in Aboud, 2017, p.41). Furthermore, a strong bond between teachers and students is an essential; this sense of well-being fosters motivation and positive competition among students; as a result of a supportive relationship, students have a greater sense of motivation with no anxieties (Aboud, 2017, p.41).

Students should be able to reduce their fear of speaking; practice and preparation help learners to cope with their anxiety in oral performance because they build learners' self-esteem; before giving a presentation, students should try to practice speaking; practice and preparation can help students improve their language proficiency and reduce their anxiety; positive self-talk is an effective strategy for students who are nervous about speaking in front of others; students must learn how to talk to themselves by using positive dialogues ;relaxation techniques are effective methods for assisting students in dealing with stress and anxiety in the classroom; students should practice these techniques before giving speeches to reduce their anxiety; they should breathe deeply and use visualization as a relaxation method (Aboud, 2017, p.45-46).

Another strategy that students should use to reduce their anxiety; learners should be aware of how to manage their anxiety because negative thoughts about making mistakes can weaken students' self-esteem; students must understand that making mistakes is a necessary part of learning (Aboud, 2017, p.47).They should use small positive talk techniques, reminding themselves that they do not have to sound like native speakers. In order to lower speaking anxiety, EFL learners must boost their self-esteem by practicing in oral classes and concentrating only on their learning process. The teacher should give the learners the opportunity to speak to improve their language speaking skill without criticizing them.

anxiety of English learners cannot be eliminated from its roots, but there are some techniques that can reduce it...Lee (2002) suggests a project work as a learning technique that decreases learners' anxiety while speaking because they do not feel that they are constantly assessed during this activity(as cited in Seggar & Sid Ali, 2017, p.14).

Learners need to understand where their anxiety has its roots so that they can manage to deal with it because the best way to solve a problem is to have a really precise understanding of what the issue actually is in the first place. They should practice out loud in front of their family or friends by having reading books or poems to each other. When giving a presentation, they should focus on the message they want to deliver rather than focusing on the audience. Before learners stand up to speak, they should take a few deep breaths to calm themselves down. In order

to overcome low self-esteem, learners should identify the negative beliefs that they may have and replace them by the negative self-talk by a more compassionate and positive self-talk. They can deal with their speaking anxiety by taking risks and challenges as opportunities for personal and academic growth. Speaking anxiety may come from a lack of language proficiency, learners should put more effort into improving their foreign language. Reading books and articles about their interests helps them enrich their vocabulary.

## **2.7 Conclusion**

The second chapter shed light on the practical part of this study in which the data obtained from students' and teachers' questionnaires were analyzed both qualitatively and quantitatively and then interpreted. In addition to that, the researchers came up with some suggestions for teachers and students to deal with the studied issue. In fact, the data gathered revealed that anxiety exists in foreign language classrooms; it is related to all the four language skills in general and speaking skills in particular. Speaking anxiety is regarded as one of the most unbearable obstacles that impede EFL learners' oral performance as well as their academic achievements. Moreover, the results divulged that teachers are well aware of the negative effects of speaking anxiety on their learners' oral performance and use some techniques in order to help their students deal with this psychological issue.

## General Conclusion

It is widely known that English is currently the largest lingua franca in the world. The use of English language has become common in all sectors like education, the media and business. As a result, in foreign language settings, speaking, listening, reading, and writing are the four basic skills that all EFL learners must develop in order to reach proficiency in the target language. Although each skill is required, speaking is regarded as one of most crucial skills that all EFL learners should master as this latter opens up a world of opportunities for them. speaking English has become a priority for many people and is receiving more attention due to its importance in daily life. Yet it has been noticed in EFL settings that many learners are still struggling with developing their speaking skill due to many factors. Anxiety is considered as one of main factors that inhibit EFL learners from mastering speaking. Therefore, investigating speaking anxiety issue in order to know the different reasons that cause it, its impacts on learners' oral performance and providing some recommendations to deal with it is the main objective of this study.

The present research work has investigated the existence of speaking anxiety among third year EFL learners at the University of Abu Bakr Belkaid-Tlemcen and its impacts on their oral performance. The researchers tried to shed some lights on speaking anxiety issue for the sake to make learners and teachers aware of its negative effects. The main research question was:

Does anxiety affect third year students' oral performance?

In order to examine this study, the researchers raised the following questions:

- 1-How does anxiety affect third year students' oral performance?
- 2- What are some of the possible sources of anxiety?
- 3- What are the strategies used to reduce anxiety in oral performance?

To confirm or reject the hypothesis, the researchers designed two questionnaires that were administered to two groups of third year LMD students and two oral English teachers. The gathered data were analyzed both qualitatively and quantitatively and then interpreted. The present study contained two chapters; the first one dealt with the literature review; different concepts and

definitions which are related to speaking were provided. Definitions of anxiety, its types and theories in addition to the correlation between speaking and anxiety and its impacts on learners' oral performance were mentioned. The second chapter was devoted to research methodology and some suggestions to overcome this psychological issue.

By conducting a case study, and after analysing and interpreting the data obtained from the two questionnaires that were administered to two groups of third year LMD students and two oral teachers at the University of Abu Bakr Belkaid-Tlemcen, the three hypotheses put forward were confirmed. The results of the two questionnaires have revealed that speaking anxiety exists in EFL classes. It shows that there are huge effects on students' speaking skills achievements as well as their oral performance. This issue is caused due to several factors such as low self-esteem, the fear of being evaluated and lack of motivation. Finally, it has been proved that teachers are well aware of the catastrophic impacts of speaking anxiety, in their turn teachers claimed that they help their students to overcome this issue by using different strategies such as developing an atmosphere of all learning together, reminding their students that making mistakes is part of the learning process and criticizing only when it is necessary

Speaking anxiety is considered as an obstacle that prevents learners from making progress. According to the data collected, EFL learners and teachers are well aware of the consequences of speaking anxiety. They claimed that they use different strategies to overcome this problem. In fact, the researchers humbly tried to shed some light on this psychological issue for the sake to make learners and teachers aware of its negative outcomes. In order to lessen from speaking anxiety, we provided some recommendations to learners and their oral teachers. This study, which was intended to examine the impacts of anxiety on EFL learners' oral performance remains insufficient as the research work has only dealt with the surface of the problem under investigations. Indeed, examining a specific issue in EFL context is regarded as a challenging task due to the obstacles faced by the researcher: lack of collaboration and not having enough time to gather data from a larger sample, only two groups were chosen.

Although this research work has limitations and many aspects were ignored due to the researcher's lack of knowledge about the issue and the non-perfectionist human nature. One should keep in mind that there are many reasons which could contribute to the limitation of study including the topic chosen, the choice of research instruments and the sample. This may allow future researchers to investigate the aspects that were not addressed in this study. To conclude, one can say that speaking anxiety is a serious psychological problem that should not be ignored. Identifying where anxiety has its roots is the first step that should be taken into consideration. Both learners and teachers should have a deep insight about its negative effects and most importantly they should know the appropriate methods and techniques to overcome it.



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## **Appendices**

## Appendix A: Students' Questionnaire

Dear students,

This questionnaire is an attempt for gathering data needed to fulfil the master thesis. Therefore, you are kindly requested to answer the following questions by putting a tick (✓) and make a full statement whenever necessary. Your answers will certainly remain confidential and will only be used for research purposes.

1- Do you feel at ease participating in the oral expression?

Yes  no

If no, is anxiety one of the causes?

Yes  no

2- To which extent does anxiety affect your oral expression class performance?

High extent

Intermediate extent

Low extent

3- Why do you feel anxious? Is this due to:

The communication apprehension

Lack of motivation

Low self-esteem

Others

.....  
.....

4- In which kind of speaking activities do you feel more anxious?

Role play

Free discussion

Others:

.....  
.....

5- According to you, classroom anxiety is a result of:

Fear of being laughed at

Fear of being judged when speaking

Others:

.....  
.....

6- Do you tremble when the teacher asks you to answer?

Always

Sometimes

Rarely

Never

7- During oral activity, do you find difficulties in expressing yourself?

Always

Sometimes

Rarely

Never

8- What type of atmosphere does the teacher create in oral expression class?

.....  
.....

9-What do you want from your teacher to do in order to reduce your anxiety?

.....  
.....  
.....

10-What can you do to reduce your anxiety?

.....

.....

.....

Thank you for your collaboration

## Appendix B: Teachers' Questionnaire

Dear teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master thesis directed to investigate the impact of anxiety on students' classroom oral performance. Tick (✓) your answer (s) in the corresponding box (es), and make a full statement whenever necessary. The answers you provide will certainly remain confidential and will only be used for research purposes.

1- Do you like teaching oral expression?

Yes  no

Why?

.....  
.....  
.....

2- How do you describe your students' level of anxiety in class?

High

Medium

Low

3- Do you think that anxiety affects learners' oral performance?

Yes  no

4- Do you think that anxiety is related to the speaking skill more than the other skills?

Yes  no

Why?

.....  
.....  
.....



5- Do you try to establish a relaxed atmosphere in class?

Yes  no

If yes, how?

.....  
.....  
.....

6- Why do you think your students feel anxious? Is this because of:

Communication apprehension

Lack of motivation

Low self-esteem

Others

.....  
.....  
.....

7- Do you think that the students will perform better if they do not know that their performance is going to be evaluated?

Yes  no

8- In which kind of speaking activities do your learners feel more comfortable?

.....  
.....  
.....

9- Do you think that varying speaking activities would help your students feel more comfortable?

Yes  no

10- What are the strategies that you use in order to help your students overcome their anxiety?

.....  
.....  
.....

Thank you for your collaboration

## **Summary:**

Speaking anxiety is a severe and overwhelming problem that necessitates a thorough investigation because there are some critical points that must be understood such as the reasons that cause students to be anxious in oral classes or what are the strategies that must be implemented in order to control and solve this problem. In fact, speaking anxiety is considered as an obstacle that prevents learners from making progress in their academic achievements in general and their oral performance in particular. By conducting a case study, and after analysing and interpreting the data obtained from the two questionnaires that were administered to two groups of third year LMD students and two oral teachers at the University of Abu Bakr Belkaid-Tlemcen, the data collected have revealed that that speaking anxiety exists in EFL classes. It shows that there are huge effects on students' speaking skills achievements as well as their oral performance. This issue is caused due to several factors such as low self-esteem, the fear of being evaluated and lack of motivation. Finally, it has been proved that teachers are well aware of the catastrophic impacts of speaking anxiety, in their turn teachers claimed that they help their students to overcome this issue by using different strategies such as developing an atmosphere of all learning together, reminding their students that making mistakes is part of the learning process and criticizing only when it is necessary.

## **Résumé :**

Anxiété langagière est un problème grave et accablant qui nécessite une enquête approfondie parce qu'il y a certains points critiques qui doivent être compris, comme les raisons pour lesquelles les élèves sont anxieux dans les cours oraux ou quelles sont les stratégies qui doivent être mises en œuvre dans afin de contrôler et de résoudre ce problème. En fait, l'anxiété verbale est perçue comme un obstacle qui empêche les apprenants de progresser dans leurs résultats scolaires en général et dans leur rendement oral en particulier. En menant une étude de cas, et après avoir analysé et interprété les données obtenues à partir des deux questionnaires qui ont été administrés à deux groupes d'étudiants de troisième année LMD et deux professeurs oraux à l'Université d'Abu Bakr Belkaid Tlemcen, les données recueillies ont révélé que l'anxiété de parler existe dans les classes EFL. Il montre qu'il y a d'énormes effets sur les compétences orales des élèves ainsi que sur leur performance orale. Ce problème est attribuable à plusieurs facteurs, comme un manque d'estime de soi, la peur d'être évalué et le manque de motivation. Enfin, il a été prouvé que les enseignants sont bien conscients des effets catastrophiques de l'anxiété de parler, à leur tour les enseignants ont affirmé qu'ils aident leurs élèves à surmonter ce problème en utilisant différentes stratégies telles que le développement d'une atmosphère de tout apprentissage ensemble, rappeler à leurs élèves que faire des erreurs fait partie du processus d'apprentissage et critiquer seulement lorsque c'est nécessaire.

## ملخص

القلق اللغوي مشكلة خطيرة وطاقية تتطلب مزيدًا من التحقيق لأن هناك بعض النقاط الحاسمة التي يجب فهمها، مثل سبب قلق الطلاب في الفصول الشفوية أو الاستراتيجيات التي يجب تنفيذها من أجل السيطرة على هذه المشكلة وحلها. في الواقع، يُنظر إلى القلق اللفظي على أنه عائق يمنع المتعلمين من التقدم في أدائهم الأكاديمي العام وفي أدائهم الشفوي على وجه الخصوص. من خلال إجراء دراسة حالة، وبعد تحليل وتفسير البيانات التي تم الحصول عليها من الاستبيانين اللذين تم إعطاؤهما لمجموعتين من طلاب LMD في السنة الثالثة واثنتين من الأساتذة الشفويين في جامعة أبو بكر بلقايد تلمسان، كشفت البيانات التي تم جمعها أن القلق من التحدث موجود في فصول EFL. يظهر أن هناك تأثيرات هائلة على المهارات الشفوية للطلاب وكذلك على أدائهم الشفوي. ويرجع ذلك إلى عدة عوامل، مثل الافتقار إلى احترام الذات، والخوف من التقييم، ونقص الحافز. وأخيرًا، ثبت أن المعلمين يدركون جيدًا الآثار الكارثية للقلق من الكلام، في المقابل، قال المعلمون إنهم يساعدون طلابهم على التغلب على هذه المشكلة باستخدام استراتيجيات مختلفة مثل تطوير جو من التعلم الشامل معًا، تذكير طلابهم بأن ارتكاب الأخطاء هو جزء من عملية التعلم ولا ينتقد إلا عند الضرورة.