

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and Languages
Department of English
Section of English

Language Anxiety and its Impact on Oral Performance on EFL Classrooms

The Case Study of First Year Students at Aboubakr Bel kaid University of
Tlemcen

Dissertation submitted to the department of English as a partial fulfilment of the
requirements for Master's degree in Didactics of Foreign Languages

Presented by

Miss. CHABOULI Meriem
Mrs. CHIB Sanaa

Supervised by

BASSOU Abderrahmane

Board of Examiners

Mr. Abdelkader BENSABA	Professor	President
Mr. Abderrahmane BASSOU	Professor	Supervisor
Mrs. Asia BENTAYEB	MCA	Examiner

Academic Year 2022 - 2023

Acknowledgments

First and foremost, we praise God for his mercies and for providing us with the strength, patience, and tenacity to complete our master thesis. The completion of this thesis would not have been possible without the guidance and assistance of our cherished family, with special gratitude to Yessine for his invaluable assistance.

We also like to thank our supervisor, DR. Basso Abderrahmane, for his constant mentoring and never-ending supply of interesting work. His humble approach to Science and research is inspiring. Thanks are also offered to the jury members, DR Asia BENTAYEB and DR Abdelkader BENSALFA, not only for their time, but also for providing helpful comments and useful suggestions to our thesis. A special thanks to the students and teachers who contribute in this study.

We will be eternally grateful for the constant devotion and encouragement during the thesis process and every day.

Dedication 1

My dissertation is dedicated to my family, the sunshine of my days and the pillar of my life. A particular thanks to my beloved parents, Zahia and Mohamed, whose words of support and push for persistence continue to ring in my ears.

My sisters and brother have never left my side and are extremely important to me. And, of course, for my dearest friend and coworker

Sanaa

Dedication 2

I dedicate my work to my beloved parents, Bahia and Mohamed, my source of inspiration, may god bless them.

To my one and only sister Aya for her love, commitment, and support. To everyone who believed in me.

And, of course, for my best friend and coworker

Meriem

Abstract

Language anxiety is a psychological issue that occurs with EFL students at Tlemcen University. We discovered that a significant percentage of students at Abou Bekr Belkaid University of Tlemcen face this issue, which hampers their performance in Oral production sessions. This study investigated the sensations of fear experienced by Tlemcen University English as

a Foreign Language (EFL) students throughout oral expression modules. It sought to determine what causes anxiety, how anxiety impacts students; English language acquisition when speaking, and how teachers might help students minimize anxiety. The environment for this study is the Tlemcen university, where most students' English competence is poor. They are typically concerned in learning English and, in particular, engaging in verbal conversation. A questionnaire was used to study the impact of anxiety on students' oral performance. Several questions were distributed to first-year EFL students to analyze their responses and measure their language anxiety. while the second research tool was a classroom observation. The observed sessions allowed us to see how students could cope with language anxiety and how teachers are responsible for reducing this phenomenon. The findings show that both students and teachers are aware of language anxiety and that a significant proportion of students have experienced it anytime they had to speak the target language, preventing them from engaging in oral classes and severely affecting their speaking abilities. The findings also offer some methods that students might use to alleviate their worries. Furthermore, their sources of anxiety mostly were from the students themselves.

Key words: Foreign Language Anxiety, Language Teaching, Speaking Skill, EFL Students, language Anxiety.

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List of Acronyms

CA: Communication Apprehension

EFL: English as a Foreign Language

ENL: English as a Native Language

ELT: English Language Teaching

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale FNE: Fear of Negative Evaluation

FNE: Fear of Negative Evaluation

L1: First year License

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

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General Introduction

General Introduction

The English language has grown more worldwide in recent years, which has resulted in an increase in the number of English language students at Algerian colleges aspiring to use the language as a native speaker. Students must practice the language and develop their abilities in order to achieve competency in English: listening, writing, reading, and, most crucially, speaking. "Speaking in a foreign language is often cited by students as their most anxiety producing experience" (Young 1990: 539)

One of the greatest hurdles that a learner may experience that inhibits him from growing his competence is language anxiety. The desire to meet the objectives motivates the researcher to construct an exploratory case study research project involving first-year license EFL students. Qualitative and quantitative data are gathered from various sources using a variety of research instruments: Over L1 students, an Anxiety language scale was applied. This allowed for the measurement of students fear during oral presentations and performances, as well as the analysis of elements that may help to create a pleasant environment in the English class. To delve deeper into the personality traits of learners, a classroom observation was conducted to examine the symptoms of speaking anxiety in oral courses, its causes, and the impact of gender on the level of anxiety when speaking. It hoped to analyze and discuss the genuine variables that help students succeed as well as the primary challenges that face them and prevent them from speaking and expressing themselves in front of the class through the research given. Knowing that almost all foreign language students suffer from anxiety, which has various consequences for their level of improvement, some research questions and research hypotheses have been developed to define this research.

What has been seen at the English Department of Abou Bekr Belkaid University, particularly in oral expression courses, is that a significant percentage of students exhibit a major lack of speaking fluency and appear to avoid involvement in classroom activities and eye contact with the teacher. Language anxiety has been a major worry in second and foreign language acquisition studies during the last three decades, and it is a topic that sparks heated debate. Horwitz, Horwitz,(1986) and Cope theory of foreign language anxiety was the first to emphasize the particular nature of foreign language anxiety, and it has been employed in a number of research in the field. This study explores the theory and discusses the impact of anxiety on students; oral performance, as well as to propose techniques and tactics to assist students manage with anxiety.

The current study intends to investigate the presence of anxiety among first-year EFL students at Abu-Bakr Belkaid / Tlemcen University Department of English. Furthermore, it targets to investigate the influence of this psychological variable on students oral performance, as well as to provide strategies to help students cope with it.

This research is conducted to answer two main questions:

- 1- How does anxiety affect first year EFL students' language speaking development?
- 2- What are the pedagogical recommendations to help learners reduce anxiety in EFL classes?

Based on the above research questions, the following hypotheses have been drawn

H1- Anxiety has a negative impact on students language speaking development.

H2- Some pedagogical recommendations can be implemented to help students cope with their anxiety.

There are two chapters in this dissertation. The first chapter will present a literature review related to the concept of the status of English in Algeria, the main psychological variables in language learning as well as an overview of anxiety, including definitions and varieties. Also, the link between speaking skills and anxiousness. However, the second chapter will offer an examination and discussion of the results collected from various tools, followed by some educational suggestions that can reduce learners' language fear.



Chapter One Review of the Literature

Introduction

Teaching foreign languages is a demanding profession that requires a lot of energy, imagination, and originality. (Khajavy et al., 2018). The majority of foreign language acquisition academics think that when students learn a foreign language, they are emotionally charged (Imai, 2010; López, 2011; Dörnyei and Ryan, 2015; Mierzwa-Kamiska, 2021). As a result, it is reasonable to conclude that regulating proper human emotions while learning a foreign language is an important component of students ; effective academic communication. (Oz et al., 2015). As a consequence, emotional intelligence in a foreign language class is associated with higher academic productivity, positive emotions, and a desire to continue studying the second language. (Guslyakova and Guslyakova, 2020) Individual differences also influence the learning process, which is why learning a foreign language is difficult. In other words, study findings suggest that learners; beliefs, attitudes, expectations, and affective states are important factors in the process of learning a foreign language. (Afzali and Izadpanah, 2021). Anxiety is perplexing because it plays a part in determining whether or not a person learns a second or foreign language. As a result, it is straightforward to predict whether learners will be successful or unsuccessful in acquiring the target language based on their level of anxiety in language learning. Learners who battle with anxiety, fear of speaking, confusion, and a lack of self-confidence will find it difficult to advance in language learning. Those who do not have any of the previously mentioned psychological issues will be able to master the language in a broad sense. They will also be on pace with native speakers. Those who do not suffer from any of the aforementioned psychological issues will be able to grasp the language in a broad sense. They will also be able to keep up with natural speakers. According to (E. K. Horwitz, Horwitz, et al., Cope, 1986), anxiety is the feeling of being worried, anxious, or scared of speaking that affects the nervous system. With the increased desire in learning foreign languages, Anxiety appears to be a significant barrier for language pupils. Language experts almost unanimously agree that language learning anxiety is the most significant barrier that English as a Foreign Language (EFL) students experience when learning a second or foreign language. (Alrabai, 2014) as well as (Wu, 2010). Anxiety does not affect only beginners or newcomers to language learning; almost all language learners experience anxiety during their language learning time. (Elaine Horwitz, 2001).

1. English as a Foreign Language

The study of English by non-native speakers in nations where it is not the prevalent language is known as English as a Foreign Language (EFL). EFL is typically taught in

settings where English is not the primary language of the community or the school. Finding and providing English models for their students is a difficult task for EFL teachers. As the number of ESL students in schools across North America has increased, more classrooms and schools have become more like EFL environments than ESL environments (Gunderson et al. 2009). The practice of studying English in a nation with a large English-speaking population is known as English as a Second Language (ESL), which should not be confused with this. The Expanding Circle theory of language, which linguist Braj Kachru (1985) outlined in *Standards, Codification and Sociolinguistic Realism: The English Language in the Outer circle* is roughly correlated with English as a Foreign Language. This theory proposes three concentric circles of World English that can be used to categorize and map places where English is studied and spoken. The inner, outer, and expanding circles are as follows. The inner circle contains native English speakers, the outer circle contains English-speaking countries that have historically adopted English as a second language or lingua franca, and the expanding circle contains countries where English is used but not widely spoken. The circles represent the various levels of World Englishes. English is a native language in the inner circle (ENL), a second language in the outer circle (ESL), and a foreign language in the expanding circle, according to this theory (EFL). More countries are being added to the circles as English spreads around the world. Although ESL and EFL are different in the context of World Englishes and the Expanding Circle, they are frequently regarded as being equivalent in other contexts. It might be challenging to categorize a nation or area as ESL- or EFL-speaking, as Charles Barber briefly discusses in the paragraph that follows. The line between a second language and a foreign language is not always clear; for example, Indonesia may not properly be classified as a foreign language. Furthermore, there is a lot of diversity in the functions performed by second languages, such as in the realms of speech, education, and the conferring of authority. Following India independence, regional languages other than English were used as the primary language of teaching in schools, and as a result, the universities, which had previously only offered English-language courses, have gradually become more Indianized (Barber 2000).

2. The Status of English in Algeria

English is required in all Algerian middle, secondary schools and universities (as well as in some military/security, economic, and cultural institutions). Its status is that it is considered the second foreign language, after French, despite the fact that it plays a minor role in the Algerian people's national and social lives. Because it (English) is not a historical component

of Algerian cultural identity, people do not appear to require it to live their social, intellectual, and economic daily realities. Furthermore, English is not the students' natural communicative environment in Algeria. Furthermore, this foreign language is not similar to the students native language, Arabic.

According to the Algerian Government ; and official texts (June 1999), English language syllabuses aim to provide Algerian learners with the language required to communicate effectively in a normal social and/or working situation, both in speaking and in writing. Simultaneously, they aim to improve those who continue their studies to use the foreign language as a means of broadening their knowledge for academic purposes in their field of study (degree in English language, translation, or journalism) and those who enter the labor market to exploit, by themselves reading, documents, leaflets, and notices related to their occupations.

2.1. Algerian EFL Teaching and Learning Objectives

According to the Algerian official syllabuses for English, June 1999, the general objectives of teaching and learning English as a foreign language state that the learner should achieve communication in its various forms, aspects, and dimensions; four main categories of objectives can be mentioned: - socio-cultural objectives; -humanistic objectives; -educational objectives; -academic objectives. These goals should be attained through the development of mental abilities and skills, which should be addressed by all subjects included in the curriculum because these skills are the foundation for any effective language acquisition.

3. The Social Climate of the Classroom

Students' experiences in the classroom vary depending on how their teachers view and respond to their emotional needs and states. Such experiences can influence students' adaptation, motivation, learning, and accomplishment to the extent that they depend on a more or less consistent pattern of teachers' conduct, which in turn depends on their socioemotional competence Jennings & Greenberg, (2009). Patrick & Ryan, (2005). For instance, research suggests that, generally speaking, instructors' empathy and emotional support favor students' attention, effort, and contentment with their schoolwork as well as their satisfaction with how teachers treat them (Joe, Hiver, & Al-Hoorie, 2017). (Butler, 2012). There is evidence that kids behave appropriately in class when they believe their

teachers are willing to assist them (Ryan & Patrick, 2001). There is also evidence that when students believe their teachers are willing to assist them, they behave better in class (Ryan & Patrick, 2001) and miss fewer classes (Moos & Moos, 1978).

3.1. The Learner

Teachers are well aware that boredom and anxiety are the primary causes of poor progress in foreign language learning. It is not surprising, then, that researchers in SLA and language teaching have focused on ways to create a positive and stimulating learning environment in order to engage learners and increase their motivation to learn a language. Learners are encouraged to take on new linguistic challenges that correspond to their growing and developing communicative skills in the foreign language. This is only possible in a foreign language classroom with the right emotional climate (Dörnyei and Murphy 2003).

Kramsch (2009) affirms that is at the heart of language learning; she defines desire as the perceptual disturbance and realignment experienced by the language user, whose identity is constitutive of and constituted by the symbolic system itself. She considers desire to be similar to affect, but in a more concrete sense than just emotional reactions or metaphysical illuminations of the soul. For some learners the desire to learn a new language reflects an urge to escape from a state of tedious conformity with the present environment to a state of plenitude and enhanced power. Others, on the other hand, have a deep desire not to challenge the language of their environment but to find in the foreign words a confirmation of the meaning they express in their mother tongue.

3.1.1. Gender Impact

Many researchers believe that males and females experience different levels of anxiety. In this line, they attempted to determine the effect of gender on students' communication fear. The results revealed that there is a significant difference in the amount of anxiety between males and females. Female students had a medium level of anxiety when speaking, whereas male students experienced a low level of anxiety when speaking. This conclusion backs up the findings of Balemir (2009), who explored the association between foreign language speaking anxiety and competence level and discovered that female students had higher levels of speaking anxiety than male students. In terms of these findings, females were more uncomfortable and concerned about speaking in front of their classmates.

Furthermore, there was a similarity between the findings of this study and those of Huang (2004) in a Taiwanese setting. In his study, he stated that females were more apprehensive, which could be due to their fear of receiving negative feedback from the audience at a higher degree, which was claimed to be a cultural characteristic of Taiwanese society. As a result, different research shows that gender has a significant impact on speaking anxiety. Other researchers demonstrated that females outperform males in language skills; it demonstrated that females have a greater ability to learn foreign languages quickly and with greater confidence than males; many researchers proved that males are more anxious than females in language skills, including speaking. Cui (2011) established that the male mean is greater than the female mean in his study with second-year high school students in Dezhou City. It prompted him to believe that women have greater capacity than men to learn foreign languages, allowing Cui (*ibid.*, p.878) to assert that "males have more anxiety about English classes than females."

On the other hand, some research conducted decades ago could imply that females are more nervous about speaking foreign languages. Mejias et al. (1991) discovered early on that female students have a greater mean communication apprehension score than males when measuring communication fear in the English language.

According to the final findings, female students experience higher anxiety than male students. In this sense, it is clear that gender has a significant impact on the level of anxiety, which is highlighted by the impact of the speaker's cultural background, as stated by Gaibani and Emenfi (2014: 108), "the cultural background of the speaker determines the dispositional characters in the control of speaking anxiety."

3.2. The Teacher

The creation of a positive emotional climate in the classroom is not solely the responsibility of the students. According to Arnold and Fonseca (2007), teachers play a critical role in creating a positive learning environment. On the one hand, they must be aware of the need to structure their discourse so that it is understandable, and on the other, they must create a true learning environment where students believe in the value of learning a language, where they feel they can face that challenge, and where they understand the benefit they can gain from attaining it through verbal and nonverbal means. An L1 learner's progress can be linked to the chemistry that develops between the learner, the group of learners, and the

teacher. The classroom environment and pedagogical practices have also been linked to students' motivation levels. Relevant and appealing subject matter combined with non-threatening techniques foster a positive language learning experience, support and promote group solidarity, and reduce levels of foreign language anxiety in the classroom (Arnold 1999; Arnold and Fonseca 2007; Dörnyei 2001; Ewald 2007; Williams, Burden, Poulet, and Maun 2004).

4. The Psychological Variables in Language Learning

Language acquisition ultimately takes place in the learner's mind, where various mental structures or mechanisms organize and process the language to which the learner is exposed. The success of learning, especially acquiring a foreign language like English, is influenced by a variety of factors. These factors, according to Slameto (1987), can be divided into two categories: internal and external forces. The internal element frequently involves the student's internal aspects, such as physics, psychology, and anxiety, whereas the external factor may cover any aspects that are not seen through the eyes of the learner, such as environment, school, family, etc.

4.1. Motivation

Because of its importance in language learning, motivation has long been a source of concern for many researchers. Motivation, according to Madrid (2002, p.371), is an internal process in people.

According to Harmer (2007, p.20), this desire to achieve some goal is the bedrock of motivation and, if strong enough, it provokes a decision to act. Emotions influence your motivation to learn and vice versa. Being motivated to study the language improves attitudes and feelings toward learning to perform activities and learn the language. Many researchers regard motivation as a tool for achieving a goal. According to Robbins and Judge (2015, p.4), motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. In other words, motivation is an urge that encourages students to learn or perform tasks. Furthermore, Harmer(2000, p.51) stated that people succeed because they have an inner urge that motivates them to succeed.

4.2. Types of Motivation

The two main types of motivation are frequently described as being either extrinsic or

intrinsic.

4.2.1. Intrinsic Motivation

Intrinsically motivated learners are those who attempt to fulfill an individual need, as stated by Dorney(1998,p.162), those who learn for their own self-perceived needs and goals are intrinsically motivated. Deci (1975, p.23) proposed an alternative definition in which he assumes that learners perform tasks not for the sake of receiving praise, but for the sake of completing tasks. According to Harmer (2008), a person may be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Dorney (2011, p.62) also defines intrinsic motivation as doing something because it is inherently interesting or enjoyable. People who are intrinsically motivated enjoy learning because it allows them to grow and succeed.

4.2.2. Extrinsic Motivation

Extrinsic motivation is concerned with external factors that influence our attitudes toward learning rather than internal processes in individuals. According to Harmer (2007, p.20), this type of motivation that comes from outside the classroom and may be influenced by a number of external factors such as society attitudes toward the subject in question is often referred to as extrinsic motivation, the motivation that students bring into the classroom from outside. Furthermore, learners who expect rewards for completing such tasks are extrinsically motivated. For example, some learners study hard only for future employment as a result of money, while others study hard for grades or the fear of punishment. Jordan, Carlile, and Stack(2008,p.157) claimed that extrinsic motivators: factors external to the individuals that motivate them to respond, e.g. high grades, praise or money.

4.3. Aptitude

The ability to learn is what is referred to as aptitude (Higard, in Slameto; 1988). A further claim made by Skehan (1989) is that "aptitude is consistently the best predictor of language acquisition success." It has a significant impact on how well someone learns a second or foreign language. Research has shown that some people have a very strong "aptitude" for picking up languages.

4.4. Attitude

Starting with a simple yet profound notion of attitude, a **“little thing that makes a big**

difference” (Ballon & Skinner, 2008, p. 218).

As "predispositions to respond in a particular way toward a specified class of objects," attitudes are commonly described (Rosenberg & Hovland, 1960, p. 1). Triandis (1971, p. 2) defined attitudes as "an notion imbued with emotions, which predisposes a class of action to a particular class of social conditions" in order to make clear the elements of attitudes. So, an attitude is made up of three distinct and recurring elements or reactions

□ A mental process or notion that falls under one of the categories utilized by people to think (food, cars, sickness, etc.) **B.** An effective component, or the emotion that animates the thought (positive or negative) **C.** A behavioral component, such as an explicit or implicit propensity to act (Rosenberg & Hovland, 1960, p. 2; Triandis, 1971, p. 3) The consistency of an individual's responses (thinking, feeling, and acting) to a given scenario (stimuli) represents an attitude that has been evolved in order to comprehend and cope with a complex environment, to maintain self-esteem, and to convey core beliefs (Triandis, 1971, p. 101). While attitudes are latent and speculative constructions, they can coexist with personality traits both implicitly and explicitly (Wilson, Lindsey, & Schooler, 2000). Inferred from measurable responses of the attitude components visible in cognitive, emotional, and conative (behavioral inclinations and intentions) responses, attitudes differ because they are inaccessible to direct observers (Ajzen, 2005, pp. 3–6).

4.5. Self-Esteem

Having the confidence to speak in front of an audience or being able to complete tasks successfully are both things that a learner cannot do if he or she lacks self-esteem. This psychological factor has a significant impact on learners, particularly foreign language learners; self-esteem is the belief in one's ability to do things successfully; in other words, when a learner performs activities with confidence and without fear of failure. Barksdale (1989,p.6) Self-esteem is an emotion, how warm and loving you actually feel toward yourself, based on your individual sense of personal worth and importance, on a subtle often unconscious level.

Coopersmith (1967) defined self-esteem as the evaluation that an individual makes and maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy. In a nutshell, self-esteem is a personal judgment of worthiness that manifests itself in the attitudes that an individual has toward himself.

4.5.1. Self-Esteem and Oral Performance

Recent research has focused on the relationship between self-esteem and oral performance, owing to the role of self-esteem in improving learners' oral performance in oral classes. No successful cognitive or affective activity can be carried out without some degree of self-esteem (Brown, 2000, p.145). Because of the role of self-esteem in learners' spoken language, without self-esteem, learners are unable to produce language because when learners doubt their ability to speak, they are not motivated to speak at all or may not participate in classroom activities that require more spoken language. Furthermore, some students skip classes in order to avoid attending and speaking; these behaviors indicate that students are afraid of their abilities. Low and high self-esteem are the two levels of self-esteem. First, high self-esteem learners are very confident in their abilities and can progress in their learning. Second, learners with low self-esteem do not believe in their abilities and their confidence suffers as a result. Much emphasis has been placed on low self-esteem and the numerous consequences that it entails

5. Language Anxiety and Stress

Language Anxiety and stress are key factors that limit students' learning outcomes. They are a psychological issue that is often defined as being uncomfortable. Foreign language anxiety and stress has been a topic of many studies in recent years, and many academics, scholars, and psychologists have defined it from various perspectives.

- The term Anxiety is defined by Barlow (2002) as an uncontrollable, diffuse, unpleasant, and persistent state of negative affect, characterized by apprehensive anticipation regarding unpredictable and unavoidable future danger, and accompanied by physiological symptoms of tension and a constant state of heightened vigilance.
- Sigmund Freud, an Austrian neurologist, defined anxiety as a symptom of an inner emotional conflict generated when a person suppresses (from conscious knowledge) experiences, feelings, or impulses that are too frightening or distressing to live with.
- Gardner (1991) characterized anxiety as a "pervasive and significant force in the language learning context, and any theoretical model that aims to comprehend and interpret the language learning process must consider its effect". It is a personality trait that varies in intensity and fluctuates over time and in different contexts (Spielberger, 1966).
- As referenced in Macintyre and Gardner (1992), Hilgard and Atkinson (1971) defined anxiety as a psychological concept that is referred to as an object's condition. The subjective

sensation of tension, uncertainty, nervousness, and worry connected to an arousal of the autonomic nervous system is another definition of anxiety offered by Spielberger in 1983. (as cited in Jean, 2007, p.45).

▪ In contrast to these diverse perspectives, non-specialists tend to associate anxiety with dread or phobia, as noted by Scovel (2000). However, anxiousness is caused by more than just a lack of linguistic skills. In fact, anxiety can impair existing language abilities, resulting in poor language learning and performance. In support of this viewpoint, Macintyre and Gardner (1989) stated in their assessment of Horwitz et al's (1986) notion that their own findings tend to imply that anxiety leads to deficiencies in learning and performance.

5.1. Types of Anxiety

Language anxiety varies in intensity and has a negative impact on the learning process. Scholars have categorized anxiety into three categories: Anxiety has three types: **trait anxiety, state anxiety, and situational anxiety.**

5.1.1. Trait Anxiety

A person with high trait anxiety would be extremely likely to get anxious in a variety of scenarios because trait anxiety is a reasonably constant personality feature (Scovel, 1978). (MacIntyre & Gardner, 1991, p. 87). Drnyei (2005) defined trait anxiety as a consistent propensity to experience anxiety in a variety of contexts. These definitions allow us to conclude that trait anxiety is the most severe form of anxiety because it is a persistent characteristic for some students and manifests itself in a variety of contexts.

5.1.2. State Anxiety

State anxiety is characterized as a brief period of anxiety brought on by a specific momentary event and as a reaction to specific anxiety-inducing stimuli, such as a significant test. Spielberger (1983) is referenced on page 90 of Ayding (2009). It is an uncomfortable sensation that can substantially impair people's capacity to respond positively to any circumstance. "State anxiety is the apprehension experienced at a certain point in time," writes Spielberger (1983, p. 90). An instance when a student could experience state anxiety and negatively affect his performance is when he presents an oral talk in class.

5.1.3. Situation-Specific Anxiety

Another form of anxiety that researchers have adopted is specific anxiety.

According to Ellis (1994), it is "a persistent and multifaceted nature of some worries that are sparked by a specific kind of situation, time, or event" (p.11). Test anxiety is a type of situational anxiety that is experienced during taking a test. Situation-specific anxiety is anxiety that is restricted to the context of language learning.

5.2. Horwitz et al.'s Research on Language Anxiety

Horwitz and colleagues (1986). Horwitz, Horwitz, and Cope (1986) discovered that foreign language anxiety is a separate affective variable in the foreign language learning process and that it has particular, well-defined adverse impacts on learning after over thirty years of research. Horwitz et al. developed the Foreign Language Classroom Anxiety Scale (FLCAS) in 1986 to discover the true causes of language anxiety. The FLCAS is a tool used by foreign language instructors to determine and capture the scope and severity of students' anxiety and to examine its effects on learning in various contexts.

Horwitz et al. (1986) distinguished three types of foreign language anxiety. The first type is communication apprehension, which stems from an inability to articulate thoughts and ideas appropriately. The second is fear of negative evaluation (FNE), which is characterized as anxiety about other people's evaluations, avoidance of evaluating circumstances, and the expectation that others would adversely judge oneself. The third source is test anxiety or fear of academic evaluation. These three sorts of anxiety might force students to put off language study indefinitely or to give up entirely. Many language learners feel them, and they represent potential problems since they interfere with and inhibit learner abilities, ultimately limiting their competency in the foreign language.

5.3. Krashen's Affective Filter Hypothesis

Krashen's (1982) Affective Filter Hypothesis is a foundational idea in second language acquisition. This approach emphasizes the importance of emotive variables in the second language acquisition process. According to Krashen (1982), affective elements are psychological traits that can be divided into three categories: 1) motivation, 2) self-confidence, and 3) anxiety. These factors can have an indirect effect on learning by blocking input from reaching the brain's language acquisition system. To be more specific, this hypothesis describes the relationship between emotional variables and second language acquisition success or failure.

6. The Importance of Speaking in Learning English

One of the primary aims of learning a foreign language, particularly English, which

has become a Lingua Franca in many regions of the world, is the ability to communicate (Kusnierek,2015, p.73). In modern ELT approaches, there is a rising emphasis in how to increase learners' speaking ability. Most people believe that mastering the art of speaking is the most important component of learning a second or foreign language, and success is evaluated by the ability to carry on a conversation in that language (Nunan, 1991 p.39). Ur (1996) agrees with this point of view.

Of all the four language skills (listening, speaking, reading, writing) speaking seems intuitively the most important; people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing; and many if not most foreign learners are primarily interested in learning just to speak (p.120).

6.1. The Relationship between the Speaking Skill and Anxiety

Speaking ability is the most affected by language anxiety. Many researchers claim that anxiety is related to speaking ability. It has been observed that a significant number of EFL learners suffer nervousness while speaking, and as a result, their performance appears to be bad. According to Allright and Baily's (1991) theory, "the more worried learners are, the less likely they are to do well in speech skills" (p. 173). On the other hand, a student's lack of speaking ability and linguistic competence might cause anxiety. According to Tobias and Everson (1997), there is agreement that anxiety is connected to performance.

In fact, the majority of students find it challenging to express themselves even in straightforward communication when they must speak English rather than write or read. Language acquisition anxiety, in the words of Gardner and MacIntyre (1993), "relates to how an individual reacts in an anxious manner when speaking in the second language." This just goes to prove that speaking a foreign language and anxiety are related.

7. How Anxiety Affects Students' Oral Performance

One of the most extensively researched topics in foreign language acquisition is anxiety. Ellis (2003, p. 183) attempted to investigate the relationship between language anxiety and students' performance and achievement. In order to fully comprehend foreign language anxiety, it is crucial to understand how FLA affects students.

Many students who have learned a foreign language have stated how unpleasant it was to be in class since it caused anxiety (Horwitz et al, 1986, Price, 1991,p.128). When students are anxious, they may skip courses, never volunteer, avoid speaking in class, or sit at the back of the classroom to avoid the humiliation or embrace the opportunity to speak (Horwitz et

al,1986; Phillips, 1991, p.175). That is, language anxiety has a negative impact on learners, causing them to lose hope in their ability to learn in the classroom. Horwitz (2001,p.112) confirmed that there is " a constant moderate negative connection between anxiety and achievement". It means that there is a compatible relationship between anxiety and achievement; if there is anxiety, there will be no achievement. It means that there is a compatible relationship between anxiety and achievement; if there is anxiety, there will be no achievement. The disparity between what learners can achieve in their home language and what they can do in FL causes "reticence, self-consciousness, dread, or even terror" (Horwitz et al.,1986,p.128) . Furthermore, anxiety influences learners' personalities, which can be explained by their diverse experiences (Kayaogla & Saglamel, 2013, p.145). Ayres and Hopf (1993) state that "speaking is closer to what psychologists and psychiatrists refer to as a phobia than to free-floating anxiety" (as cited in Naghadel, 2013, p.71). For example, some psychologists believe that speaking is a phobia rather than an untreatable fear. Horwitz et al. (1986, p.129) said that various "psycho-physiological symptoms" are related to anxiety in order to detect the impacts of linguistic anxiety on learners' personalities.

Phillips (1992, p.17) discovered that "students who reported higher foreign language anxiety tended to obtain poorer exam grades than their less nervous counterparts" when analyzing the association between language anxiety and oral test performance. He came to the conclusion that anxiety has an impact on language learning because "their affective reactions and attitudes are likely to influence their decision to continue studying in a Foreign Language" (p.20)

8. Causes of Language Anxiety

Horwitz (1986) created the "Foreign Language Classroom Anxiety Scale" (FLCAS), a tool that assesses students' levels of anxiety in the classroom by giving his students questionnaires in both English and German. Horwitz discovered that the three main causes of foreign language anxiety are: communication apprehension, test anxiety, fear of negative evaluation, lack of competence, and a lack of motivation are further potential causes

8.1. Communication Apprehension

Communication apprehension (CA), according to Horwitz, Horwitz, and Cope (1986), is a form of shyness marked by apprehension or fear when speaking to others. It is the degree of anxiety brought on by a communication act, whether it be actual or expected (McCroskey & Beatty, 1986). According to MacIntyre & Gardner (1994), CA is linked to students' poor self-perceptions, which are a result of their unpleasant experiences, and

students' inability to perceive and communicate information to others, as cited in Saidi (2014).

In conclusion, this suggests that students with communication anxiety frequently experience fear when speaking the language in public; as a result, they frequently avoid taking part in spoken activities in the classroom.

8.2. Lack of Competence

Lack of competence is another cause of anxiety. Anxiety is also brought on by a lack of language proficiency. According to Tadjouri (2017, p. 14), pupils find it difficult to speak a foreign language since they have a limited vocabulary to explain their ideas and opinions. Students believe that they will not be able to express their thoughts and ideas in the target language if they do not have a large vocabulary. In his 2007 study of Chinese English learners, Liu discovered that the main factor contributing to students' speech anxiety in foreign language classes is a lack of vocabulary (as cited in Tadjouri, 2017, p. 14)

Competent language learners, on the other hand, practice the language more freely and without as much anxiety.

8.3. Lack of Motivation

The inability to communicate is primarily connected with language anxiety (Liu & Jackson, 2008). Unmotivated students tend to avoid participating in class activities and to be quiet, which will hinder their growth and cause worry. According to Cort (2012), lacking motivation causes students to become nervous; on the other side, having motivation has a number of positive consequences on students' learning and conduct and is essential for academic achievement (Wimolmas, 2013).

Anxiety and motivation are associated; Gardner and MacIntyre (1993) noted that when anxiety is high, motivation is hindered, but when motivation is strong, anxiety is reduced.

9. Techniques for Reducing Language Anxiety

Researchers have concentrated their efforts on the area of teaching and learning foreign languages, as well as the impact of affective factors including motivation, self-confidence, and anxiety. Arnold (2000, p. 2) stated the following in this sentence to highlight the significance of comprehending the role of affective elements in language learning: (1) "Paying attention to affective components can lead to more successful language learning"; (2) "paying attention to affective aspects can contribute to whole-person development," which "goes beyond language teaching and even beyond what has traditionally been considered the academic world." "Students' chosen actions that are meant to assist learning" are referred to as

learning strategies (Bailey et al, 1999, p.65).

Learning FL may be more motivating and less stressful for students who have effective learning strategies (Warr & Downing, 2000). In order to reduce its harmful effects and aid students in coping with anxiety, it is crucial to highlight the efficient solutions. According to research, even the teacher, students, and the classroom environment are crucial in lowering anxiety.

9.1. Students' Role in Reducing Speech Anxiety

Even for the most confident student, learning a new language can be thrilling and entertaining, but it can also be nerve-racking. Language learning fear is quite real; it even has a name, xenoglossophobia, and it can hinder certain students from excelling or even participating in the classroom. Practice and preparation, self esteem, and positive self talk can help pupils overcome language anxiety.

9.1.1. Practice and Preparation

As a student, you must "support the achievement of all students by advocating, developing, and preserving a school culture and instructional programs conducive to student learning and staff professional growth" (Council of Chief State School Officers, 1996, p. 14). Kanar (2011) states that "preparation and practice are the keys to feeling confident in giving a speech or presentation" (p.293). As a result, practice and preparation are important and effective techniques for students to lessen anxiety in their oral exams, because they build students' self-esteem in the speaking skill, which reduces anxiety.

9.1.2. Self-Esteem

Self-concept and self-esteem mean the same thing. "The entirety of an individual's thoughts, perceptions, beliefs, attitudes, and values containing references to himself as object" is what is meant by self-concept (Laine, 1987, p. 15). The more I consider the impact of self-esteem, the more impressed I am, according to Krashen (1980, p. 15, cited in Young, 1991, p. 427). Many people experience anxiety as a result of this. Individuals with low self-esteem are preoccupied with winning over others and are concerned with what others will think of them. And I believe that has a lot to do with anxiousness. People with strong self-esteem are less prone to experience anxiety than people with poor self-esteem (Horwitz et al, 1986, p. 129).

9.1.3. Positive Self-Talk

Researchers are in agreement that positive self-talk can have a significant impact.

improving how you speak to yourself can lead to proactive adjustments in behavior. According to Wrisberg (1993), self-talk can help with learning performance by helping with the idea of "chunking" complex knowledge, which has been shown to help with recall and accurately completing complex tasks.

Chopra (2012) discovered that by teaching students practical methods to switch from negative to positive self-talk, students were able to successfully alter their negative thought patterns and see the significance of doing so in their life.

9.2. The Teacher's Role in Reducing Speech Anxiety

Language learning and teaching can be significantly impacted by language anxiety. Hence, language teachers must be aware that anxiety might impede a language learner's progress and work to assist them get over their fears as they are directly accountable for their students' success or lack thereof. Hence, in order to effectively teach and learn a foreign language, language teachers must be aware of the importance of learner anxiety and take the necessary steps to alleviate it.

The following recommendations are based on the current study's findings and those of related studies in this area:

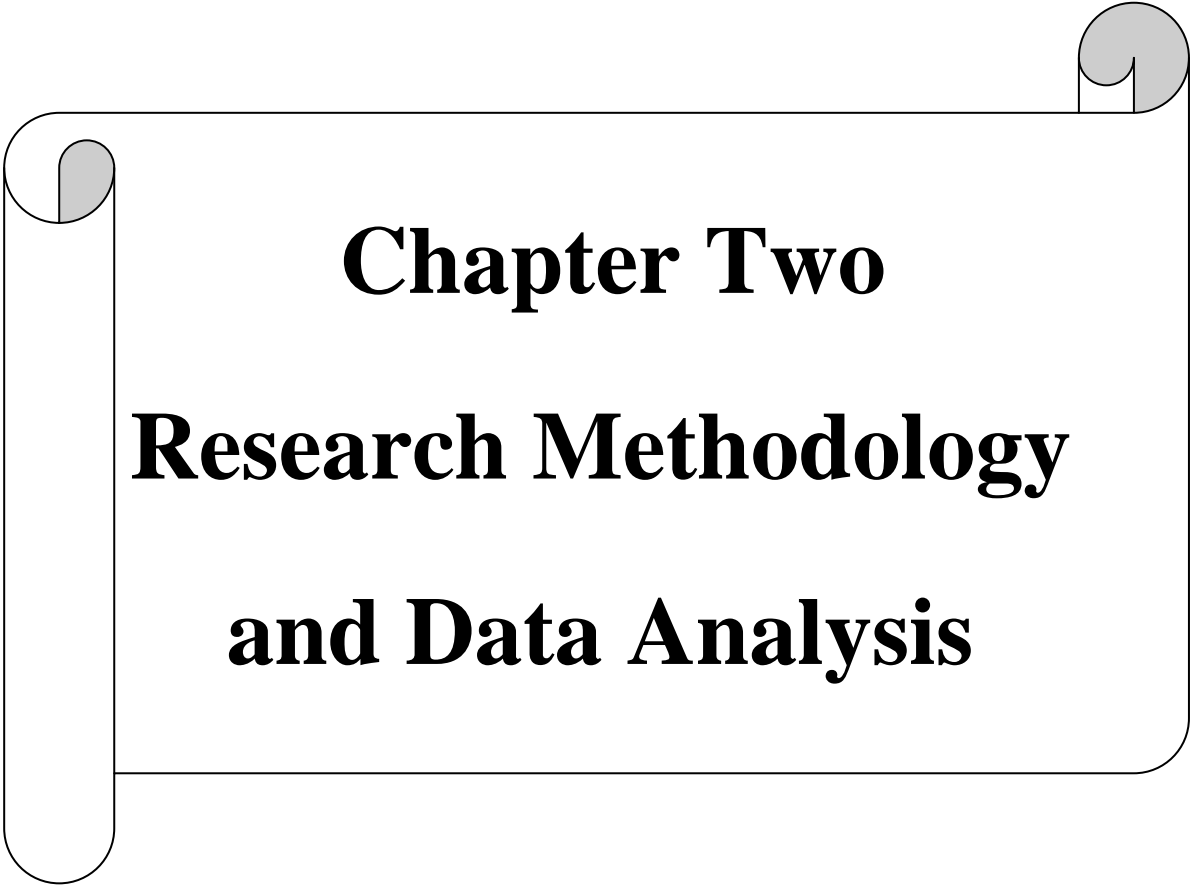
- Language teachers are required to quickly and effectively implement strategies to control and resolve the issue of anxiety in language learners and classroom environments.
- To help language learners with insufficient exposure to the English language, a complete technique that gives students additional opportunity to develop speaking skills should be introduced to and applied in the classroom context.
- To encourage students to speak up and communicate with one another in class, a welcoming, carefree, and informal classroom environment should be established together with approachable, cooperative, and helpful teachers. This could significantly lessen, if not entirely eliminate, the negative effects of the social and status gap between pupils and teachers (Tanveer, 2007).
- Teachers should have the wisdom to let students who are reluctant to make mistakes in their speaking feel free to do so as often as they wish and to instill in them the notion that making mistakes is essential to developing effective communication skills. On-the-spot error correction is one strategy that teachers should avoid using since it makes students more anxious. Instead, teachers should choose techniques that would cause pupils to react less defensively.
- Teachers should prioritize using formative assessment (exam for learning) and feedback rather

than summative evaluation because the latter might cause stress because it is frequently conducted in a group and in front of others.

10. Conclusion

This chapter, as previously stated, contains a foundational overview of EFL within the Department of English, followed by a quick comparison of EFL and ESL, as well as the approach we should utilize to develop effective and relevant learning. Moving to the psychological variables, the gender influence on speaking anxiety was also discussed, with a notable difference in anxiety levels between females and males.

Different scholars have studied foreign language anxiety from various perspectives. This highlights the significance of this phenomena and its impact on the learning process. This section defined the concept of anxiety, as well as its types and causes; this chapter also analyzed the most likely sources of anxiety. Consequently, numerous methods for reducing language anxiety are offered so that both teachers and students are aware of and informed about this issue, particularly in the speaking skill, to help students feel less anxious.

A decorative graphic of a scroll with a black outline and rounded corners. The scroll is partially unrolled, with the top and bottom edges curving upwards. The text is centered within the scroll.

Chapter Two
Research Methodology
and Data Analysis

Introduction

The findings and results of the data analysis are presented in this chapter. In answer to the concerns outlined in chapter one of this dissertation, data were collected and subsequently processed. The acquisition of data and subsequent data analysis were motivated by two primary purposes.

Those objectives were to build a foundation of knowledge regarding anxiety disorders and their impact on students' careers, which requires additional attention from both teachers and students who should be aware of this reality. These goals were accomplished. The results reported in this chapter demonstrate the potential for merging theory and practice. This chapter explains the process used in data analysis, gives the basic goal of the study, and discusses the constraints of our research; it also provides a discursive analysis and interpretation of the findings.

1. Research Methodology

This research was conducted at the English Department of Abu Bekr Bel kaid Tlemcen University. The study included 80/L1 students to learn about the psychological elements that help or impede their improvement in oral performance. This study collected data using two methods: observations and a questionnaire. The observation was carried out to determine students' participation and answers in speaking activity inside the classroom, as well as the gender impact on students' degree of anxiety and language acquisition. The questionnaire was directed to the respondents' responses in the form of written data. The questionnaire in this study comprised sixteen items about both variables that prevent students from speaking and those that assist students develop their oral abilities, as well as some suggestions that they believe can help them cope with their fear.

2. The Aim of the Research

This research aims to validate the hypotheses mentioned and answer the research question proposed while collecting data. Also, to learn more about oral performance and how to overcome speaking anxiety and enhance speaking skills through various methods, as well as how that nervousness can be a barrier that hinders students from expressing themselves in front of people or their coworkers. It also addresses the impact of gender on language acquisition and whether there is a difference in anxiety levels between males and females.

3. Case Research Methodology

This study is an exploratory case study based on numerous research instruments; it

began by observing EFL Learners and asking them several questions using a questionnaire containing the primary determinants of oral performance.

4. Research Instruments

The instruments used in this research were :

- Observation: Various oral classes have been observed to represent English students' reactions while completing oral tasks.
- Questionnaire: Includes questions concerning the primary psychological issues that prevent pupils from speaking during oral tasks and how they might be overcome.

5. Data Collections Procedures

The data were examined by determining the percentage of students who answered the questionnaire appropriately. Moving from general to specific research questions narrows the scope of any project's research operations in terms of data required to answer the research question. In this study work, we used a pre-empirical stage and an empirical stage. The first stage is when we start the research question; we look at what others have done, and then we set our research questions and hypotheses. The second stage is the design of our research; we employed a combination of qualitative and quantitative methodologies.

This step gets shaped by several factors, including:

- The specific selection of data needed to test hypotheses.
- Who should data be gathered from?

The data were gathered as part of a project document that gathered information from many sources such as books, websites, articles, and real-life experiences.

Those data were collected during a four-month period; as a primary procedure, they were saved in a questionnaire; the secondary procedure was data collection from reports.

6. The Sample Population

The study was designed for first-year EFL students at the University of Abou BekrBelkaid, Tlemcen's Department of English.

Abou BekrBelkaidTlemcen University is a university in Tlemcen, Algeria. It was

established by decree in 1989 and comprises eight faculties dispersed across the Wilaya of Tlemcen. In the 2016 Arab Regional Rankings, it is placed 75th by US News & World Report. It has seven university centers: the New Center (brocade), the Chetouane Center, the Imama Center, the downtown Center, the Kiffane Center, the Bel-Horizon Center, and the Maghnia Annex.

6.1. Questionnaire Design

- Fields of research: TEFL / Communication
- Our target population: first-year English students of Tlemcen University.

6.2. Definition of Questionnaire

In the late 1800s, Sir Francis Galton, a British anthropologist, explorer, and statistician, defined the questionnaire as follow :

A questionnaire is the foundation of any survey, and its success is dependent on its design. A questionnaire is simply a list of mimeographed or printed questions filled by or for a respondent to provide his opinion,' according to the definition. A questionnaire is a principal tool for gathering quantitative primary data. A questionnaire allows quantitative data to be collected in a standardized manner, ensuring that the data is internally consistent and coherent for analysis. Questionnaires should always have a specific purpose that is relevant to the study objectives, and it should be obvious from the start how the findings will be used.

6.3. The Purpose of the Questionnaire

A questionnaire's purpose is to collect information from a certain audience. It will include open-ended, closed-ended, or a combination of the two types of questions. Participants provide essential data by filling out a questionnaire. The information gathered can be quantitative or qualitative.

The goal of a questionnaire is to collect information and relevant data from respondents scattered throughout a vast region, as well as to collect accurate and reliable data in a short amount of time, which may then be used for a variety of purposes.

7. Introduction of the Questionnaire

This study is descriptive in nature. It is used to study the effects of anxiety on students'

oral performance. To answer research questions and confirm hypotheses, we collected data using two research tools. Questionnaire FLCAS addressed to first-year English students in the Department of English and Observation at Tlemcen University

7.1. Analysis of the Questionnaire

This questionnaire seeks to gather data about students' anxiety levels and to discover new reasons for their anxiety as well as new strategies to reduce this phenomena.

Item 1. Would you specify your gender, please?

This item aims to have an idea about the informants' gender



Chart 1: Students' Gender

The result of the chart (1) shows that the dominant gender is females, (60,52%) of the sample represents females (20); whereas, the rest (39,47%) represent males (15)

Item 2. Would you specify your age, please?

This item aims to have an idea about the informants' age

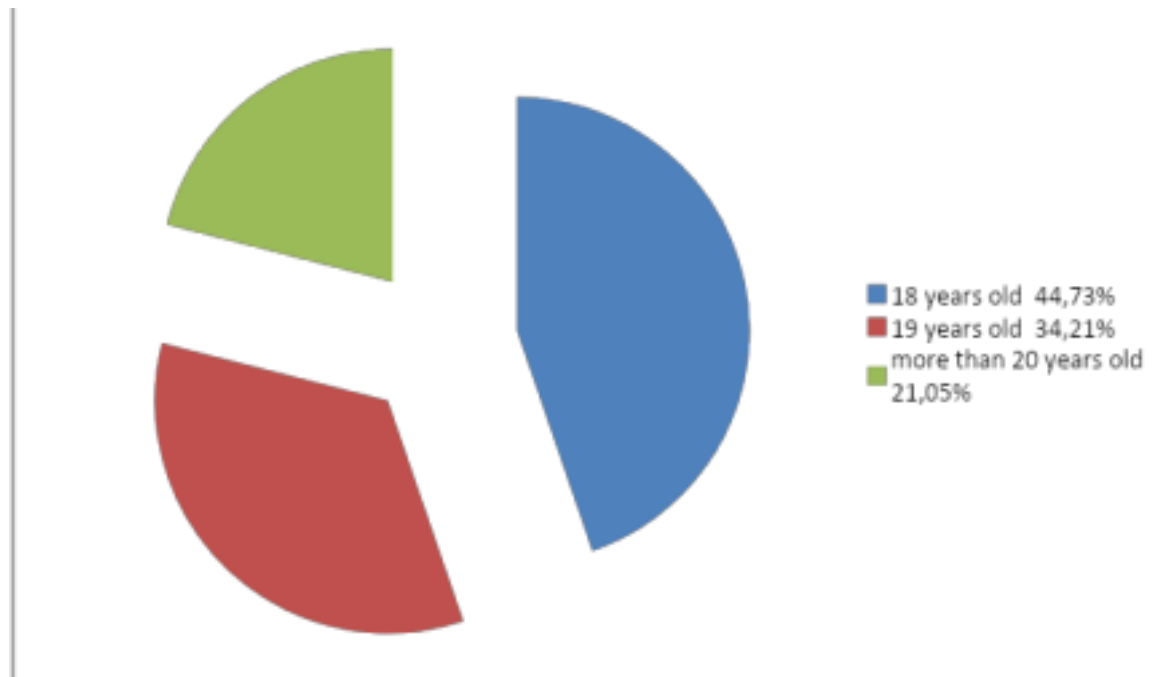


Chart 2: Students' Age

As it is observed from the chart (2), (44,73%) of the participants (17) are 18 years old and (34,21%) of them (13) are 19 years old, while only (21,05%) of them (8) are more than 20 years old. From the results, we notice that the majority of the respondents are still teenagers. Hence, they might be more ready to share the same experiences when learning a foreign language.

Item 3. I feel confident in speaking English in oral classroom sessions.

This item aims to have an idea about the informants' confidence in speaking English during

the oral module.

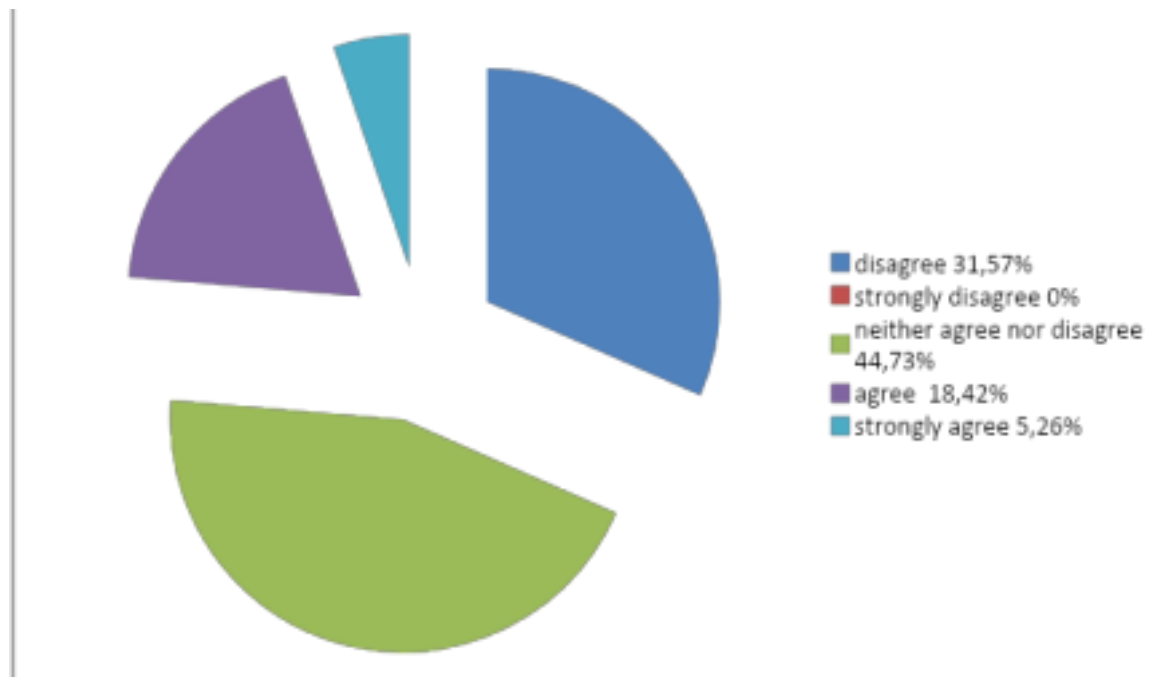


Chart 3 :Numbers and Percentages of Students Selecting Item 3

As can be drawn from the above chart the majority of students (31,57%) doesn't feel confident in speaking English in oral classroom sessions. (44,73%) neither agree nor disagree, and (18,42%) show that they agree, and only (5,26%) strongly agree.

Item 4. During the oral class, I find myself thinking about things that have nothing to do with the situation.

This item aims to have an idea about the informants' thoughts during the oral module.

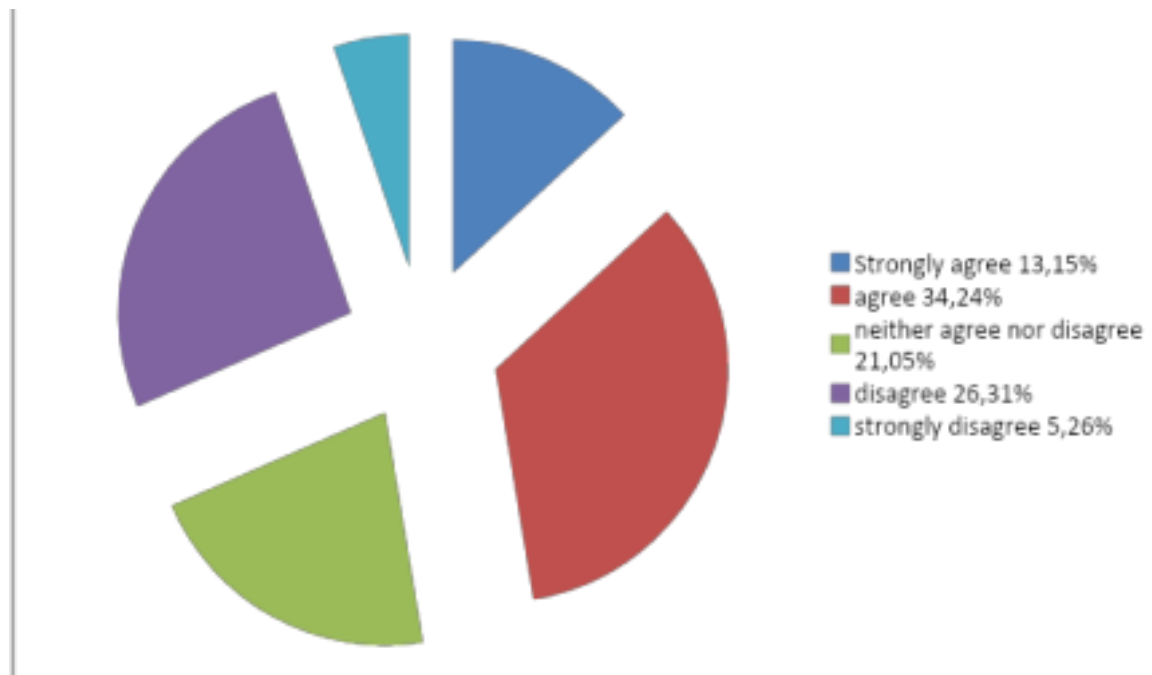


Chart 4 :Numbers and Percentages of Students Selecting Item 4

Depending on the data above, it is shown that (34,24%) found themselves thinking about things that have nothing to do with the situation during the oral class. On the other hand (26,31%) disagree that they found themselves thinking about things that have nothing to do with the situation. Also (21,05%) of the students neither agree nor disagree. Whereas, (5,26%) of the students strongly disagree, and (13,15%) strongly agree.

Item 5. I keep thinking that my classmates are better at language than me. This item seeks to gain insight into the informants' self-evaluation..

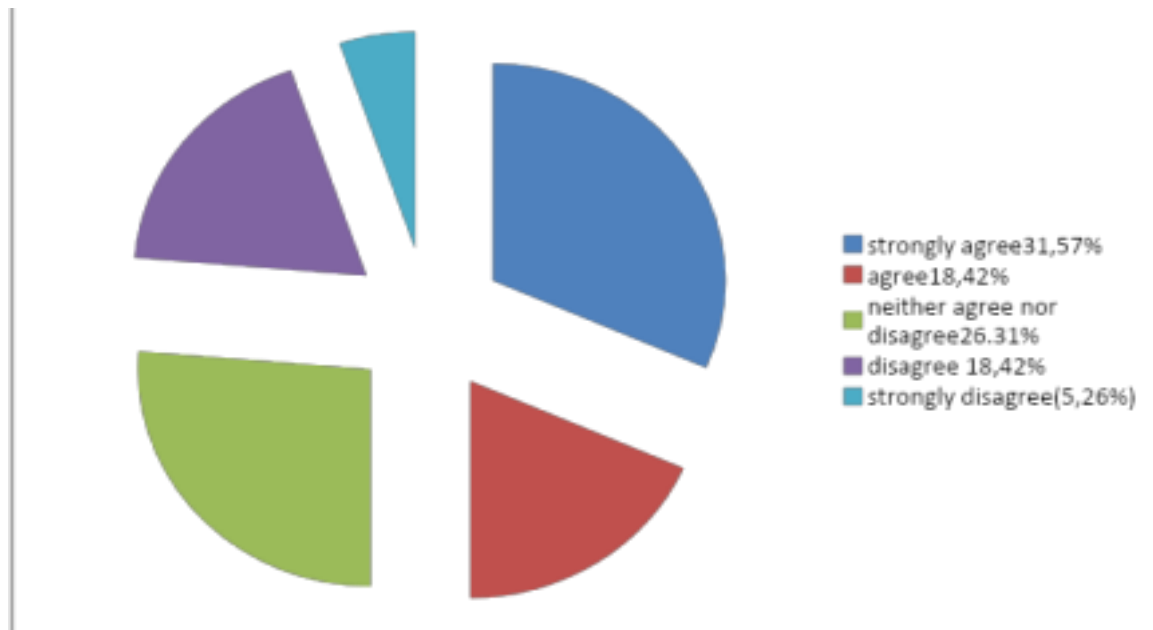


Chart 5: Numbers and Percentages of Students Selecting Item 5

The above chart shows that the majority of students (31,57%) agreed that they keep thinking that the other students are better at languages than them; whereas (18,42%) of the students claimed that they disagree. (26.31%) of the students neither agree nor disagree with this statement. Others and exactly (5,26%) of the students strongly disagree that they keep thinking that the other students are better than them. Similarly (18,42%) are strongly agreeing with this view. From these results, we notice that the number of students who responded by agreeing is higher than those who responded by disagreeing. From this we can say that the majority of students keep thinking that the other students are better at languages than them.

Item 6. I am worried about the effects of making mistakes in front of my classmates

during oral class.

This item aims to have an idea about the informants' concerns about making mistakes in front of their classmates during oral class

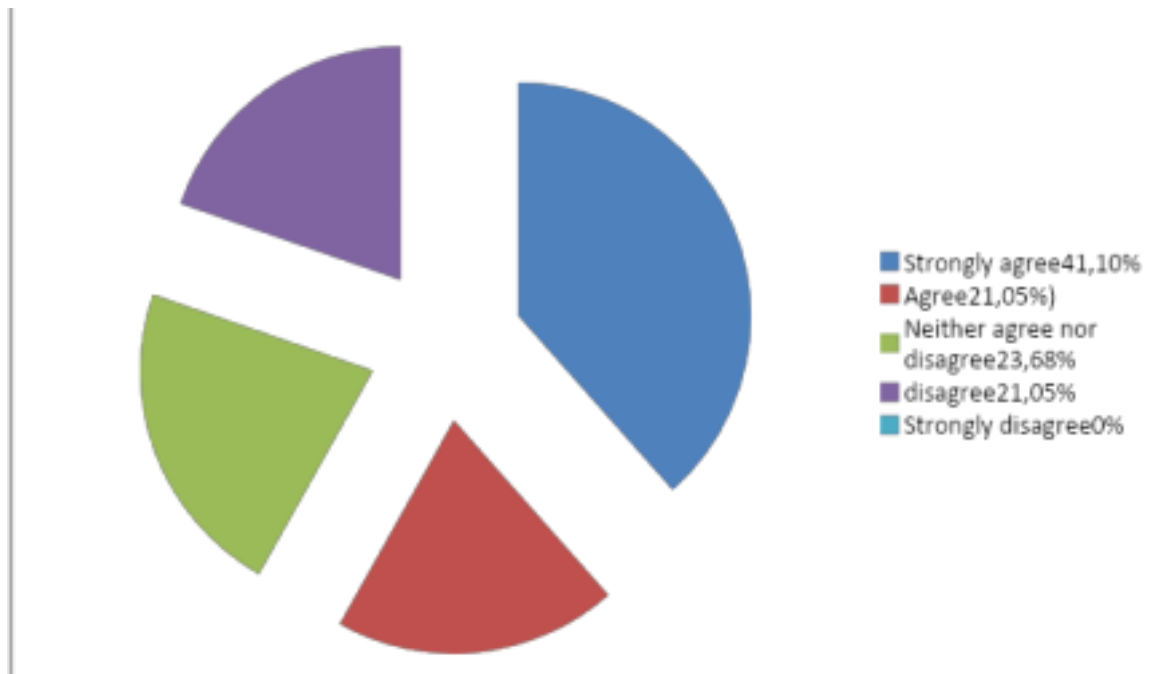


Chart 6: Numbers and Percentages of Students Selecting Item 6

The results in the above chart indicate that the majority of the students, which means (41,10%) strongly agreed that they are worried about the effects of making mistakes in front of their classmates ; whereas, (23,68%) of them neither agree nor disagree, and (21,05%) of the students agreed. While (21,05%) disagreed. From these results, we notice that the majority of participants are afraid of making mistakes. On the contrary, there are a few students who are not worried .

Item 7. I am afraid that my language teacher is ready to correct every mistake I make.

The purpose of this item is to get insight into the informants' concerns regarding the teacher addressing a mistake he made.

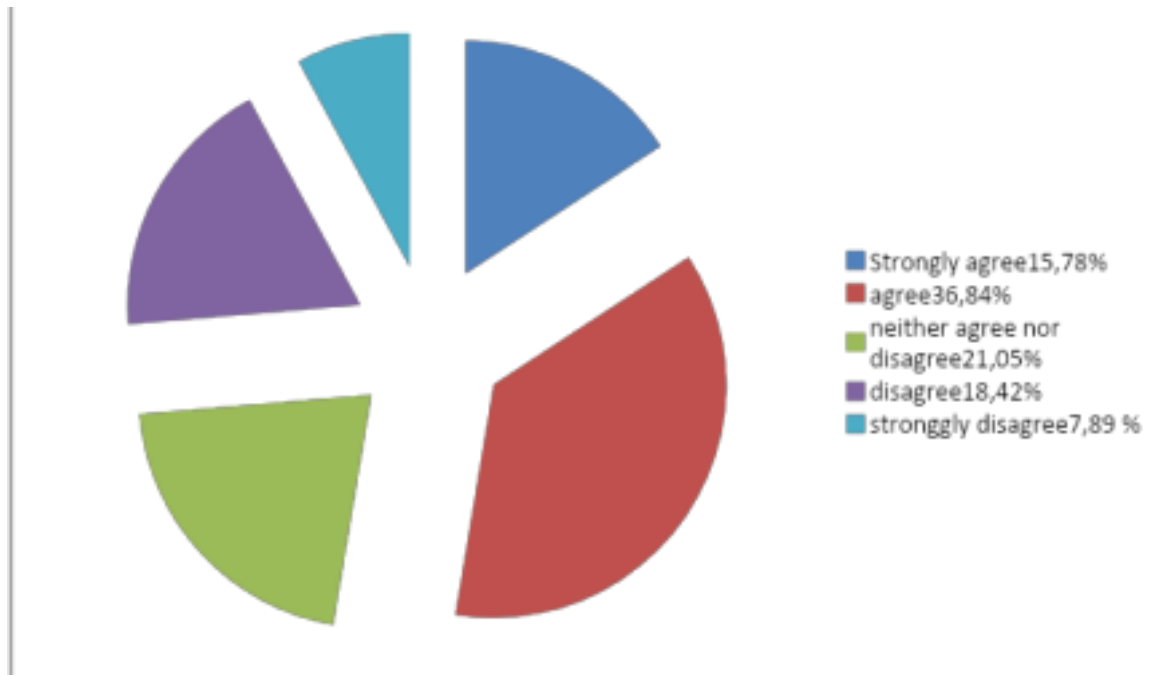


Chart 7: Numbers and Percentages of Students Perception towards the teacher comments

The results in the above Chart reflects that the majority of students (36,84%) agreed that they are afraid that the teacher will correct every mistake they make; whereas, (18,42%) of them disagreed with that.(21,05%) are neither agree nor disagree with that, and (15,78%) are strongly agreed; while there only (7,89 %) of them strongly disagreed with that. From These results, we can say that the number of students who disagree is higher than those who agree with their fear of the correction of the language teacher.

Item 8. When I make errors and mistakes it demotivates me to speak in class

This item aims to have an idea about the informants' concerns about making errors in oral module

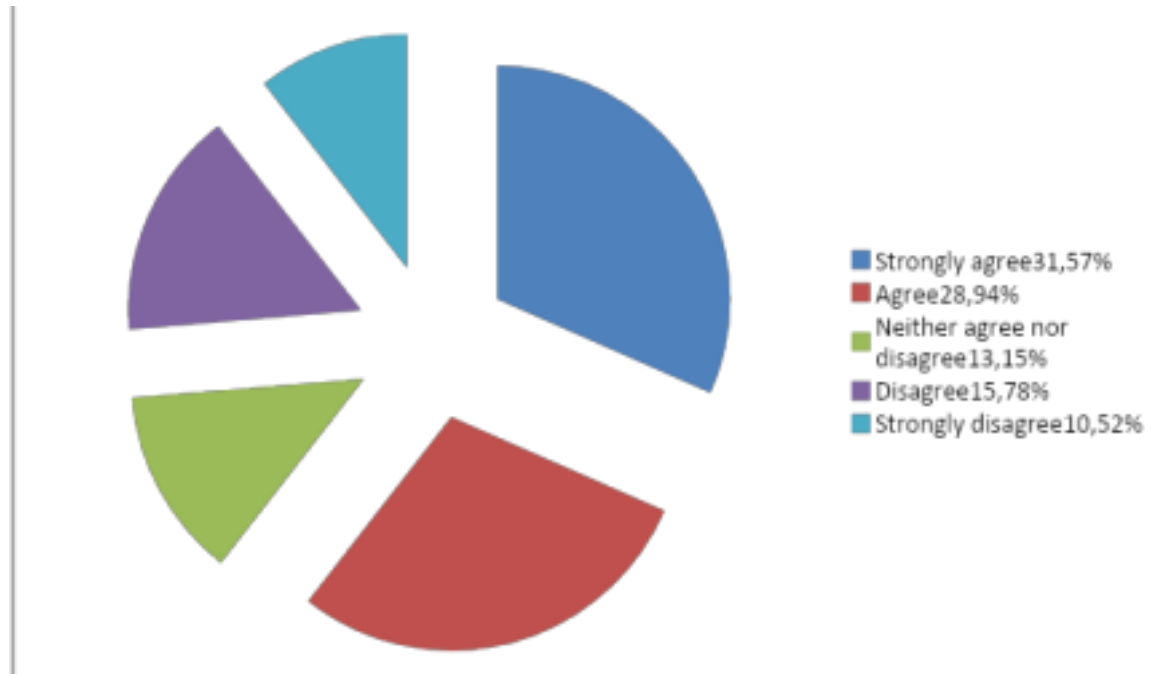


Chart 8: Numbers and Percentages of Students Selecting Item 8

As the chart shows, (15,78%) of the participants believe that making mistakes is part of learning and does not demotivate them. Whereas, most of participants (28,94%) feel that making errors and mistakes demotivate them to speak the language, so that they avoid participation and remain silent rather than being criticized by the teacher and the students.

Item 9. You feel anxious due to?

This item aims to have an idea about what makes students anxious in class

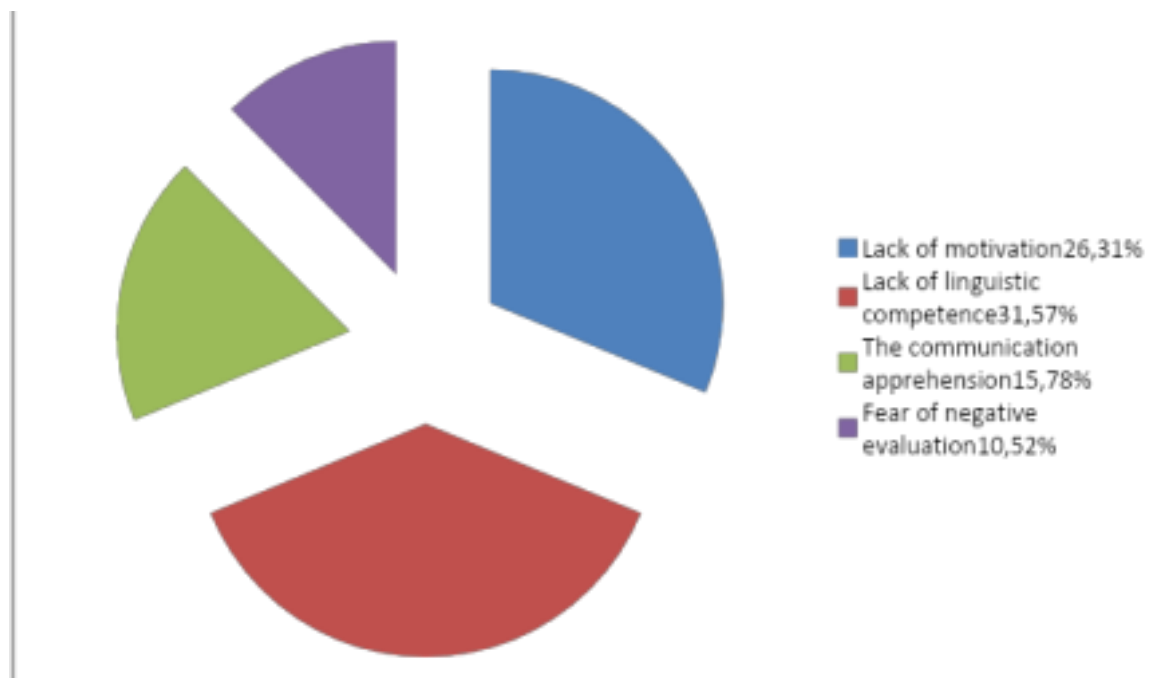


Chart 9: The Main Causes of Students' Speaking Anxiety

The chart (9) refers to the main causes of students' speaking anxiety. We asked participants to choose the most effective cause for them. The majority of the participants (70%) chose more than one option and (15,78%) chose all of the options. (10,52%) say their anxiety is due to the fear of negative evaluation, (31,57%) were anxious because of the lack of linguistic competence, (26,31%) were anxious because of the lack of motivation, also (15,78%) say it is because of the communication apprehension.

Item 10. What do you think you can do to reduce your anxiety?

This item aims to have an idea about the informants' techniques to reduce anxiety

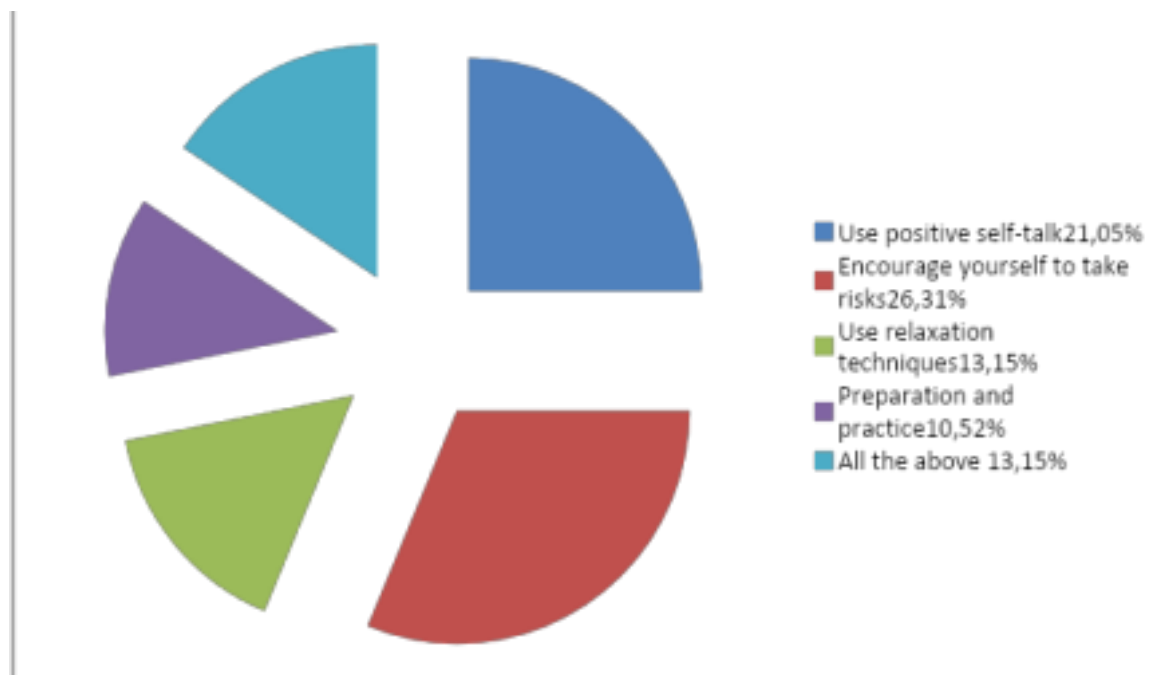


Chart 10: Students techniques to reduce language anxiety

The chart (10) shows that the students use many strategies to reduce their anxiety. (13,15%) chose all of the techniques. The results also display that the number of students who reported that they use positive self-talk is (21,05%), the number of students who encourage themselves to take risks is (26,31%), (13,15%) of students use the relaxation techniques, and practice and preparation is used by (10,52%) of students. We have noticed that the mostly used strategies by the learners are practice and preparation and Encouragement to take risks.

Item 11 :What are other reasons that make you anxious when speaking ?

This questions aims to find other reasons that make students anxious when speaking and they mention some:

- **Lack of practice** :In this regard, students discovered that the more they practiced speaking, the better they performed in oral classes, and this is the method for overcoming fear.
- **Fear from making mistakes** :According to Kurtus (2001) and Middleton (2009), students are terrified of making mistakes because they are afraid that their friends will laugh at them and give them negative feedback if they make mistakes when speaking English. This is the situation that those pupils encountered when attempting to talk, and it finally prevents them from speaking in English classes.
- **Shyness** :This is in accordance with Bowen's (2005) and Robby's (2010) argument that some shy learners are naturally shy. Teachers must continue to encourage their learners to develop self-confidence.
- **Other students' judgments (Lack of confidence)**: According to Brown (2001), pupils lack confidence and believe they cannot speak English because they believe they cannot speak English properly and have insufficient grasp of the language. This type of feeling undoubtedly inhibits their attempts to communicate in English. Teachers should be concerned about this issue because it will affect students' achievement and participation, as Han (2010) and Kubo (2009) point out. They claimed that when second-language students lack confidence in their class engagement, their speaking abilities and oral understanding can impede learning accomplishment. Another student stated that being hesitant to explore new things was the source of their lack of confidence.

Item 12 : Do you think that the role of a teacher is essential in enhancing students' oral performance ? Would you please justify your answer.

This question aims to find out what teachers can do to help students deal with their anxiety. Participants answered the question with some suggestions as follows:

- Offer more individual tasks and assignments.
- Build strong relationships with students

- Choose interesting topics for students
- Support students by talking to them and discussing their ideas in a friendly manner.
- Communicate with them and help them come up with the ideas they want to convey.
- Allow students to speak freely
- Use group work to keep students comfortable.
- Various speaking activities.

In Summary, the results indicate that teachers play an important role in reducing students' anxiety.

7.2. Questionnaire Data Interpretations

The analysis of student questionnaires showed that most students often suffer from anxiety problems and that the presence of anxiety in foreign language classes actually hinders learners' progress. Indeed, that is what we noticed through the data that gathered from the participants who were mostly females, and that also show that student below the age of 20 get easily more stressed while speaking than those above it. Furthermore, the data indicate that the majority of students lack confidence when speaking English and that could be caused by many reasons as explained in the data interpretation. Furthermore, data showed that most students were distracted and kept thinking about things that were not relevant to the topic when they were trying to complete the oral expression module. Furthermore, they showed that most students felt that they thought their peers were better at languages than themselves, which led to a fear of judgment. Likewise, they suggest that students fear making mistakes during the oral presentation session and worry about the prospect of teachers correcting the mistakes they make, ultimately demotivating students and increasing their stress. It was also stated that the main causes of student anxiety were insufficient language skills and lack of motivation. Therefore, students must focus on improving language skills and self-motivation to improve their academic performance. .According to the collected data, students have limited choices in strategies for reducing anxiety, the most popular of which is self-encouragement to take risks. Additionally, the data was used to identify other reasons why students were afraid to speak, to name a few: lack of practice, fear of making mistakes, shyness and lack of confidence. Finally, the data suggest that the teacher's role in language anxiety is indeed necessary because when teachers make students feel comfortable, they experience less stress

8. Definition of Classroom Observation

It is a tool that enables the exploration of various aspects through the use of the five senses. As a result, a systematic, non-participant, and covered observation was carried out. It does in fact, provide the researcher with a detailed picture of the sample's behavior in their educational setting. This viewpoint is supported by Marshal and Rossman (1989, qt In Kawulich, 2005:02), who define classroom observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study."

8.1 Classroom Observation

The classroom observation conducted in this case study took place at the department of English, Tlemcen University.

8.2 Results

During classroom observation which lasted 8 sessions. We obtained results from using a rating scale and note taking. The classroom observation was to observe students' behavior towards Language Anxiety.

Throughout the sessions of classroom observation, we noticed that some students were very excited to start their oral class. They were very relaxed and had good body language and a confident voice. Both genders were giving answers without raising their hands, which led students most of the time to speak all together at one time. Students, especially males, showed the behavior of escaping from the speaking situation by being hidden and sat at the back in almost the eight sessions of observation.

Moreover, it was strongly observed that first year EFL students, mainly females, lost their control while speaking by saying "Em,Er", but after a few seconds these students continued talking. In fact, there were some students who gave up and stopped their speech, especially females.

While some physical symptoms are hard for us to observe, some of them are easy to notice. That is to say, most of the students, mostly females, showed trembling voices when they spoke. In fact, some gestures, especially with hands, were used by both sexes, such as females touching their chin or crossing their hands, putting their hands in their pockets, and men avoiding eye contact. Also, some students took the paper and prepared what they wanted to

say, even if it was a short sentence, they blushed as soon as they spoke. One of the female students was so nervous that she even started shaking when her friend started joking about her mistake.

The symptoms described above appear in many speech situations, especially in conversations with teachers, and communication anxiety has also been observed in student-to-student conversations. All classes contain both females and males, with a large number of females in each class. There are also few opportunities for male students and females to perform or role-play in front of their classmates

Students exhibit these symptoms not only in certain situations, but for a variety of reasons. Both males and females lack language proficiency, which is reflected in students' limited vocabulary, pronunciation that often resembles French pronunciation, frequent grammatical errors, and speaking styles influenced by their mother tongue (ie Arabic). Lack of interest in the modules or topics of the lectures is one of the main reasons why both males and females remain calm and reluctant to speak. They are all playing on their phones and chatting with each other. Furthermore, it has been observed that laughing at students' mistakes can make them ashamed to continue what they have said.

It had also been noticed that the severe errors' correction that was provided by the teacher like saying in a severe way “No», «Wrong” led the students to remain silent. Next, students from both genders were competing with each other, differences in their speaking levels were noticed and it made the students with low level to stop speaking and give up.

9. Limitations of the Study

One of the study's shortcomings was that it was difficult to deal with all of the students. Indeed, it was necessary to clarify practically all of the questionnaire's questions; some were perplexed, while others appeared uninterested in the issue. It also took a long time to complete the questionnaire.

10. Suggestion and Pedagogical Recommendation

Several tips for coping with EFL speaking anxiety in the oral classroom can be suggested by analyzing the elements that lead to it. These recommendations are a result of the study findings. They are intended for supporting educators and speaking teachers in

successfully assisting their students in overcoming feelings of anxiety and providing a happy environment. Teachers can try the following suggestions:

1- Systematic desensitization: This strategy entails gradually exposing language learners to anxiety-inducing circumstances in a safe and supportive atmosphere. Learners, for example, can begin by speaking in front of a small group of classmates and eventually progress to speaking in front of larger groups or in challenging situations.

2- Cognitive Restructuring: This strategy entails assisting students in identifying and challenging negative thoughts and beliefs that contribute to their anxiety. Learners, for example, should practice reframing negative ideas about their language ability or the repercussions of making mistakes.

3- Relaxation Training: This strategy involves teaching learners relaxation techniques such as deep breathing, gradual muscle relaxation, or visualization exercises, which can help mitigate the physical symptoms of anxiety.

4- Positive Self-Talk: This strategy encourages students to take advantage of positive self-talk to boost their confidence and decrease anxiety. Learners, for example, can practice using positive affirmations such as “I can do this” or “I am getting better every day.”

5- Making learners more comfortable in the classroom and with speaking English by providing a pleasant atmosphere, minimizing competition and perfectionism, greeting students by their first names, and introducing humor, laughing, or jokes.

6- Assuring learners that mistakes are a normal part of learning and that it takes time to learn the language and become competent in English.

7- Encouraging learners to speak English outside of the classroom and interact and practice with their friends and families.

8- Giving positive comments, as well as encouraging remarks and awards, to boost the learners confidence in performing orally.

9- Incorporating classroom speaking activities based on simple and straightforward language so that all participants can practice and speak with ease.

10- Presenting and writing new vocabulary linked with the topic the class is discussing on the board before beginning the speaking lesson so that the learners are familiar with it. 11-

Avoiding negative mistakes, correction and learners' humiliation.

12- Indirectly correcting learners' errors while they are speaking. For example, while indirectly correcting a student's spelling or pronunciation problems, the teacher can repeat what the student said correctly spelling or pronouncing the words. This can assist the student in seeing his error without directly pointing it out.

13- Implementing games that learners enjoy in the classroom (for example, role plays). **14-** Making learners sit in a circle or a U shape rather than rows.

15- Allowing learners to walk around the classroom and work in groups, as well as create projects and presentations as posters.

These techniques can be used in a variety of ways in language teaching and learning processes. Teachers, for example, can help students identify their individual anxiety triggers and build personalized anxiety management practices. By using these ideas, language teachers and learners can establish a welcoming and productive learning atmosphere that helps students regulate their anxiety and improve their EFL speaking performance.

11. Conclusion

This chapter is devoted to the analysis of qualitative and quantitative data collected through two tools: A questionnaire was used to study the impact of anxiety on students' oral performance. Several questions were distributed to first-year EFL students to analyze their responses and measure their language anxiety. while the second research tool was a classroom observation. The observed sessions allowed us to see how students could cope with language anxiety and how teachers are responsible for reducing this phenomenon. Moreover, both tools indicate that first-year EFL students experience anxiety when speaking English for a variety of reasons.

The purpose of this study was to look at the nature and sources of foreign language speaking anxiety among first-year LMD English students at Abu Bakr Belkaid University in Tlemcen. The results of this study, which used a modified version of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale, demonstrated that many EFL first-year LMD students experience anxiety in the oral classroom due to factors such as fear of interaction, fear of perception of others, low self-confidence and self-esteem, and many others. Based on these findings, numerous implications were recommended to increase instructors' and educators' understanding of the harmful effects anxiety has on students' capacity to communicate, as well as the various elements that contribute to it. It is intended that

these implications will drive teachers to identify students who are anxious and to provide a safe, supportive atmosphere in which they will feel encouraged to interact verbally and practice the English language.

The analysis of student questionnaires showed that most students often suffer from anxiety problems and that the presence of anxiety in foreign language classes actually hinders learners' progress. Indeed, that is what we noticed through the data that gathered from the participants who were mostly females, and that also shows that students below the age of 20 get easily more stressed while speaking than those above it. Furthermore, the data indicate that the majority of students lack confidence when speaking English and that could be caused by many reasons as explained in the data interpretation. Furthermore, data showed that most students were distracted and kept thinking about things that were not relevant to the topic when they were trying to complete the oral expression module. Furthermore, they showed that most students felt that they thought their peers were better at languages than themselves, which led to a fear of judgment. Likewise, they suggest that students fear making mistakes during the oral presentation session and worry about the prospect of teachers correcting the mistakes they make, ultimately demotivating students and increasing their stress. It was also stated that the main causes of student anxiety were insufficient language skills and lack of motivation. Therefore, students must focus on improving language skills and self-motivation to improve their academic performance. According to the collected data, students have limited choices in strategies for reducing anxiety, the most popular of which is self-encouragement to take risks. Additionally, the data was used to identify other reasons why students were afraid to speak, to name a few: lack of practice, fear of making mistakes, shyness and lack of confidence. Finally, the data suggest that the teacher's role in language anxiety is indeed necessary because when teachers make students feel comfortable, they experience less stress.

To summarize, in order to do well on their oral expression modules, students should know that speaking is an important skill in learning a foreign language, be aware of the language anxiety and its effect on their performance, and should understand that mistakes are part of the learning process. Additionally, teachers should vary the speaking activities and give the students the freedom of choosing topics to talk about and foster a calm environment through teacher-student interaction.



General Conclusion

General Conclusion

Speaking a foreign language is crucial in today's world where English is the dominant language in many areas, and it is essential for most EFL learners to increase their fluency.

However, for the majority of English language students at Abou Bekr Belkaid University of Tlemcen, this competence is hampered by a variety of circumstances, including anxiety. Accordingly, anxiety is more related to the speaking than other skills. Language anxiety exists due to many factors such as: communication apprehension, lack of preparation, lack of motivation, lack of self-confidence and fear of failure. The research showed a link between Students oral performance and anxiety. As a result, we shed light on learners' anxiety and its consequences on EFL students; speaking ability. Accordingly, we conclude that our study answers our dissertation research questions. The findings of this study show that anxiety has a negative impact on students' oral performance. Finally, teachers and students can follow various strategies in order to reduce anxiety in the oral modules and make the outcomes more successful.

This study gives a variety of findings about the relationship between anxiety and speaking skill. The first chapter outlines the basics of EFL within the English Department, compares EFL with ESL briefly, and discusses the strategy we should take to provide efficient and pertinent learning. Moving on to psychological factors, the impact of gender on speaking anxiety was also explored, with a clear difference between males and females anxiety levels, its various forms and roles, and its harmful consequences on students' development. The second chapter focuses on the examination of qualitative and quantitative data gathered using two tools, the questionnaire was developed to investigate the effect of anxiety on students' speech performance. A series of questions were given to first-year EFL students in order to examine their replies and assess their language anxiety. Observation, on the other hand, was used to define the data collection technique and design, its usefulness for students among other talents, its characteristics, tasks, and selection criteria. Moreover, based on the findings obtained, this study discovered that EFL speaking anxiety is caused by six distinct causes.

The fear of interaction was revealed to be the most common cause of speaking anxiety in this study. These findings support the findings of Subaşı (2010), who discovered that sources such as fear of negative evaluation, teachers error correction methods, students; low language

proficiency, and students self-perceived ability in comparison to that of their peers or native

Speakers all had a negative impact on Turkish EFL students speaking. Based on these findings, the following section makes some recommendations to assist reduce speaking anxiety in the EFL oral classroom. Finally, some suggestions and recommendations are addressed to both teachers and students to reduce speaking anxiety during the Oral expression module. To begin with, language learners can use positive self-talk and cognitive restructuring strategies to mitigate negative attitudes and beliefs that contribute to anxiety. They may reduce the physical sensations of anxiety by practicing relaxation activities such as deep breathing or meditation, and they can also look for opportunities to develop their language skills in low-stakes circumstances such as language exchange programs or conversation clubs.

Teachers can also implement methods to reduce students' anxiety in the oral expression modules, such as creating a supportive classroom climate in which students feel comfortable making mistakes and taking risks in their language acquisition, and providing opportunities for practice and feedback. raising students` awareness that making mistakes is part of the learning process, allow them to express themselves freely without fear, provide them with appropriate visual aids, allow them to participate by reducing their fears of making mistakes, and build a good relationship with them to boost their self-confidence.

To summarize, anxiety is an instinctive feeling that many students experience when speaking the language in class. It can negatively affect EFL oral performance, resulting in decreased fluency, increased errors, and a lack of confidence in the classroom. However, there are several techniques that can be used to mitigate anxiety and improve oral performance. As a result of the methodology and outcomes of this study, we have a better understanding of the relationship between anxiety and EFL oral performance, and we have identified some beneficial strategies for reducing anxiety in the classroom. Moving forward, educators must continue to research techniques to help students manage anxiety and improve their oral communication skills in order to help them thrive both inside and outside of the classroom. Both students and teachers are aware of the effects it has on speaking ability; thus, they must work together to create a peaceful and pleasant environment in order to cope with it and to support students in growing and enhancing their oral performance.



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A graphic of a scroll with a black outline and a light gray shadow. The scroll is unrolled, showing the word "Appendices" in a bold, black, serif font. The scroll has a vertical strip on the left side and a small circular detail at the top right corner.

Appendices

Foreign Language Anxiety Scale (Adapted from Horwitz's Scale)

Dear students

We are Master 2 students. We need to gather data for our research. Please put an (X) in the appropriate answer. We would be very grateful, if you could help us in answering this Questionnaire .

Level : L1

Gender :

- Male
- Female

Age :

الشعور بعدم الارتياح عند التحدث أمام الآخرين : **Anxiety Language : Definition**

1. I feel confident in speaking English in oral classroom sessions.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

2. I never feel confident of myself when I am speaking during an oral examination. Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

3. During the oral performance, I find myself thinking about things that have nothing to do with the situation.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

4. I keep thinking that my classmates are better at language than me. Strongly

agree Agree Neither agree nor disagree Disagree Strongly disagree

5. I am worried about the effects of making mistakes in front of my classmates during oral class.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

6. I am afraid that my language teacher is ready to correct every mistake I make.

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

7. When I make errors and mistakes it's demotivate me to speak in class

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

8. I feel anxious and stressed because of :

a. Lack of motivation

b. Lack of linguistic competence

c. The communication apprehension (التواصل من التخوف)

9. What do you think you can do to reduce your anxiety ?

a. Use positive self-talk

b. Encourage yourself to take risks

c. Use relaxation techniques

d. preparation and practice

NB : you can answer in Arabic

10. What are other reasons that make you anxious when speaking ?

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11. Do you think that the role of a teacher is essential in enhancing students' oral performance ? Justify your answer,please

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Thank You

Classroom Observation

Faculty: Foreign Language

Module: Oral Expression

Date: 2023

Time: 8 Sessions

Class Observed: First year license

▪ **Table 1: Positive Outcomes of the Oral Expression Session:**

	Male		Female	
	Yes	No	Yes	No
Relaxation				
Good body Language				
Confident voice tone				
Speaking without writing				
Engaged with classmates				

Having a sense of humor

Excitement

Adaptability

▪ **Table 2 : Symptoms of Language Anxiety**

	Male		Female	
	Yes	No	Yes	No
Intense worry and nervousness				
Trembling voice				
Blushing				
Shaking or trembling				
Hiding oneself				
Escaping from the speaking situation				
Writing what they are going to say				
Avoiding eye contact				
Losing control and stooing the speech				

Table 3 : Causes of Language Anxiety

	Male		Female	
	Yes	No	Yes	No
Lacking linguistic competence				
Many errors and mistakes				
Lack of motivation				
Competition				
Fear of being laughing at by classmates				
Shy personality				
Lack of self performance				
Lack of self confidence				