PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMMED KHIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGE

ENGLISH DIVISION

An Investigation into the Effect of Anxiety on English as a Foreign Language

Students Classroom Oral Performance

The case of 3rd year students at Mohammed Khider University of Biskra

Dissertation submitted in partial fulfillment of the requirements for a Master

Degree in Sciencesof Language

<u>**PREPARED BY:**</u>

 Mrs. SEDDIKI Aicha

 Board of Examiners

Dr. Tarek ASSASSI   (Chairperson)   University of Biskra

Ms. Kenza MERGHMI   (Superviser)   University of Biskra

Dr. Ahmed Chaouki HOADJLI   (Examiner)   University of Biskra

AcademicYear: 2020/2021

DEDICATION

I dedicate this dissertation to:

My dear parents who gave me the inspiration and courage and who believed in me.

To my soul Afnen

To the man who supported me always. With him I am strong enough to make my dreams come true, my dear husband Abdallah BELKACEM

TO my sisters Samiha, Oumaima, Amna, Israa and dear brothers Sofiyan and Oussama. May Allah keep you safe and happy.

To all my family.

To those people who left us, but still live in our hearts. May Allah bless you.

List of Abbreviations

Dr: Doctor

EFL: English asForeignLanguagee

et al: et alia - and others

Mrs: madam

Ms: miss

P: Page

Q: Question

&: and

%: Percent

List of Tables

V

List of figures

VI

VII

VIII

Table of contents

XI

Abstract

English as a foreign language (EFL) learners face some speaking difficulties. This may affect their learning motivation and academic achievement. One of these difficulties is the experience of anxiety. In this study, we attempt to identify the causes of learners' anxiety and the difficulties resulted from it and to recognize the aspects of anxiety in relation to learners' oral performance in oral expression classes. To fulfill these objectives, we adopted a qualitative approach. Moreover, a case study was relevant to the nature of this study. In the same vein, three data collection tools were used: two questionnaires, one for learners and another for oral expression teachers at Biskra University. The population of the study is third year learners of the English division of Biskra University. The results of the study showed that anxiety can affect learners' oral performance in terms of oral engagement, participation and speaking fluency. Thus, some social, psychological and linguistic causes were revealed. Therefore, we suggest to get learners involved in the oral classes, especially those who show shyness and lack of participation. The hypotheses were confirmed in the results of the study.

Keywords: Anxiety, EFL, learners, oral performance

General Introduction

GENERAL INTRODUCTION

Mastring the English language demands the ability to master the four skills; speaking, reading, writing and listening. As language learners, people need to produce a good language through speaking and writing to fulfil different communicative purposes. Though writing can be addressed to unknown audience, and thus, every single detail is important, speaking is likely a more challenging task for students, especially those suffering from speaking difficulties. In the classroom, speaking and listening are the most used skills by both teachers and learners where learners may face some difficulties in the oral performance.

Anxiety is an emotional effect that reflects a psychological pressure appearing as fear, apprehension or nervousness. Anxiety may have a negative effect on EFL learners learning progress and their speaking skill particularly. The oral classes may witness difficulties in achieving major teaching and learning goals. EFL learners also may not participate as they are supposed to as they show less accuracy and especially fluency in oral classes which may cause disappointment among language teachers. Various reasons can make EFL learners anxious. Some are due to social factors and others to psychological factors which appear on learners' level of academic achievement.

Being aware of the problem and its affects on learners' teachars' performance is crucially important and research on the possible reasons, aspects and consequences of anxiety in the language class is highly required. Hence, this study is an attempt to understand this issue, likewise, it aims to discover the difficulties faced by English teachers and students regarding their experience with anxiety.

1. Statement of the Problem

Being a ggod English speaker is a challenge to EFL learners. Hence, making an active oral performance in class seems a difficult task, especially, under some environmental circumstances like evaluation, comments and classmates interactions and reactions. This

may cause pressure that makes learners anxious. Teachers at the university of Biskra assume that third year students have a sufficient linguistic credit although their oral performance is under whelmed because of anxiety; however, this reason abviously appears on learners as a poor language, bad pronunciation and slow fluency progress in addition to errors that can fossilize later on. Anxiety also may affect learners' attitudes, behaviours and achievement in the oral classes. Thus, the current study is an attempt to understand the relationship between anxiety and speaking performance among EFL learners.

2. Research objectives:

This study aims to highlight the effects of anxiety on the oral performance of English as foreign language learners inside the classroom. There are three objectives to this study. First, the study aims to identify the effect of anxiety on the speaking skill of EFL learners in the classroom. Scond, it aims to understand the difficulties that face learners in their way to improve their speaking abilities at the level of building sentences, pronunciation and succeful communication. The last aim of this study is to determine the possible physical aspects of anxiety that appear on anxious learners and teachers' attitudes towards this phenomenon.

3. Research questions:

R.Q1: What are the reasons for anxiety among EFL learners?

R.Q2: How anxiety is affecting the speaking performance of EFL learners inside the classroom?

R.Q3: How anxiety featured on EFL learners attitude on oral classes ?

4. Research Hypotheses:

According to the reserch question wesuggest the followinghypotheses:

GENERAL INTRODUCTION

RH1: This study help to know what makes learners anxious in oral classes.

RH2: The studies help to know the difficulties that learners faced because of anxiaty.

RH3: The study help to know when learners are anxious.

5. Research methodology:

5.1 Research Approach

In order to achieve the aims of the research, we have selected qualitative approaches. In this study, the following tools were used which are: giving open-ended questionnaire to the students to gather different opinions about the affects of anxiety on their speaking abilities in the oral class. An open-ended questionnaire was used for the teachers to check off their attitudes towards the impact of anxiety on learners' oral performance. A classroom observation to recognize learners' oral performance in the class and evaluate the level of anxiety in oral class in addition to its affects on learners' performance.

5.2 Research Design(s)/Strategy(ies)

In relevance to the qualitative research approach a case study design is the suitable method to this study since its aim is to collect information on a particular precise number of participants. using various data collection procedures over an expected period. Two different questionnaires design were selected for this study to discover the effect of anxiety on third year students' speaking skill generally and classroom oral performance especially . Additionally a classroom observation design selected.

5.3 Data Collection Methods/Tools

Three main data collection methods are present in this research. The target learners were asked to answer an open-ended questionnaire for students, teachers were asked to answer an open-ended questionnaire and s structured classroom observation was prepared. The choice of these data collection methods was according to study demandes.

3

5.4 Data Collection Procedures

There are certain procedures that should be followed to collect the data of the dissertation. First a structured classroom observation was helpful to make an overview about causes, difficulties and aspects of anxiety then we design the teachers and students questionnaire according to this gained knowledge.

5.5 Data Analysis and Procedures

The analysis of the data have been as follows: we calculated the percentage of the two questionnaires to mark the answer ratio of the teachers and the students. Next, we calculated the average of both pre-test and post-test's scores to write the difference of the results accurately. Moreover, we made check list observation table to gathering remarks and results during oral expression sessions.

6. Population and Sample

In this research, we chose third year students who study English language at Biskra University to do the following: twenty one (21) students were required to answer the questionnaire because third year students have a sufficient vocabulary and their language level is miduem .Moreover, five (5) teachers were demanded to answer another questionnaire we choice them because they have an experience in oral expression teching. The class members were under observation.

6.1 Sampling Techniques

After selecting the population, we determined non probability sampling as a sampling technique for this study; namely, convenience sampling type. In fact, the convenience students were selected randomly to answer the questionnaire and be observed. On the other hand, we relied on purposive sampling technique to pick up the teachers who are experienced in oral expression teaching.

GENERAL INTRODUCTION

7. Significant of the study:

The study is significant for both students and teachers. Understanding anxiety and its effects on learners may help them to descover this problem and face it. Second when teachers recognize the difficulties resulted from anxiety. They can design activitiesthat are suitable for the learner. Also, when the aspects of anxiety appear on learners, teachers can hold the situation and make the appropriate atmosphere for learners to help them perform better.

8. Structure of the Dissertation

The study will be organized in three chapters. First and second chaptore will review the related literature.The third chapter will be concerned with the pracrical part of the dissertation.

CHAPTER ONE. In this chapter we decide to discuss anxiety and its relevant information like its definition, reasons (wather social or personal) and the difficulties consequent. Then we can debate the aspects of the phenomena and see the problems that resulted.

CHAPTER TWO. This chapter examine the classroom oral performance definition, activities, motivation and learners and teachers input among EFL oral classes.

CHAPTER THREE. In this chapter we will have the practical part of the study wich is questionnaire for 3rd year EFL learners at Biskra University. A questionnaire for oral expression teachers in Biskra University and an observation to some oral expression sessions to have an overlook to students attitude in oral session and the effect of anxiety on them .

Chapter One

Anxiety

CHAPTER ONE   **Anxiety**

Chapter one: Anxiety

CHAPTER ONE Anxiety

Introduction

In this chapter, we discuss the issue of anxiety starting from its definition and nature, as well as some related theories and sources. This chapter also describes language anxiety and its impact on language learning. Finally, some information about the role of the teacher in the process of language learning and some manifestations of anxiety on language learners are reviewed.

1.1 Definition

Many scholars and psychologists define anxiety as "as the total response of human being to threat or danger. Each experience of anxiety involves a perception of danger, thoughts about harm, and process of physiological alarm and activation" (Moss, 2002, p.1). Moreover, Jbireal (2019) argues that anxiety disorders are the most common, or frequently occurring, mental disorders. The extreme panic, anxiety and connected behavioral variation are distinctions of anxiety disconcerting, in this anxiety troubles extrinsic or interior stimulus and creations in addition to disproportionate anxiety are the roots of disquietude or feebleness functions (Maina, Mauri, Rossi, 2017, p.238). According to The American Psychological Association, anxiety disorders such as panic disorder and obsessive-compulsive disorder cause recurring intrusive thoughts or concerns and physical symptoms such as sweating, trembling, dizziness or a rapid heartbeat (Kazdin, 2000).

Anxiety is also difined as "a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson, Atkinson, as cited in Scovel, 1991, p. 18). Learners of language view anxiety as negatively influencing their learning process. Anxiety is the psychological and educational variable which has been extensively examined (Horwitz, as cited in Hashemi, 2011, p .1812).

CHAPTER ONE   **Anxiety**

1.2 Nature of Anxiety

Anxiety disorder is a psychological or medical disorder, caused by many social, and personal factors. According to (Kandel, 1983, p. 1278), "It is a neurobiological central problem of usual operativa behaviour wich gives rise to some feelings as a biological michanisms''. It is a series of mental processes that hapen inside human and animal brains. Powers et al, (2008) pointed that anxiety and panic are featured as three detached systems functioning closly connected. The three systems are: the mental or cognitive system; which includes the actual emotions/feelings of nervousness, anxiety and panic and also includesthoughts such as there is something wrong; thephysical system which includes all the physicalsymptoms such as dizziness, sweating, palpitations,chest pain, and breathlessness; and the behavioral system which includes the common urge to escape or avoid. In panic, the physical system becomes the most important because it is these symptoms which are most easily mistaken for some serious threat (Powers et al, 2008).

1.3 Theories of Anxiety

There are different anxiety theories, but the famous one is the pavlovians' one (or classical conditioning).According to Russian physiologistIvan pavlove (1849-1936) "two stimuli are linked together to produce a new learned response in a person or animal." (as cited in McLeod, 2018).

1.3.1Classical Conditioning

The year 1926 marked a shift in Freud's ideas from dividing anxiety into nervous and realistic, to dividing it into experiencing anxiety, which he defined as impotence during a traumatic experience, expressed later by an emotional response and neurotic anxiety represented in revenge (Psychoanalysis Theory of Anxiety and Affects, 2021). Classical conditioning theory is a type to learn about anxiety, wich occured by paired association process.Theprocess is to pair anxiety symptoms and a neutral stimulus. This last may be a

random situation or an object those which not used to make a response of fear (Jacofsky et al, n.d).

1.3.2 Cognitive Theory

The cognitive mechanism is a port for the physical one, so it is mandatory to recognize both to understand anxiety. That led to self -schema theory wich defined as the individuals' relation with aspecific personal sign (Strongman, 1995).

1.3.3 Psychologistic Theory

Freud (Strongman, 1995) suggests that anxiety is everyday real phenomena related to nested objects usually considered as fear. It can be floating phobia or panic attack, it is known also as neurotic anxiety.

1.4 Types of Anxiety

Psychologists make a distinction between three categories of anxiety, trait anxiety, state anxiety, and situation-specific anxiety.

1.4.1 Trait   Anxiety

It is the ability of person to be anxious although it is a montal stability sign (Scovel, as cited in Ellis, 1994). "it defined also as a result of a particular situation'' (MacIntyre, Gardner ,1991, p.87). Acoording to Spielberger (1993)the treat anxiety is individual's ability to react against law stressed situations as if it is serious.

1.4.2 State Anxiety

State anxiety is impermanent anxiety occurs when the person face a sensational stimulus as important test for instance (Spielberger as cited in Horwitz, 2001). It is also defined as State anxiety is problem which interepe persons'feeling balance (spielberger, 1983). Moreover state anxiety is a situation of human emotions marked by subjective

sensibility, noticed fear and stimulation for organization nervous activities which is transitory feeling (Coco, 1971).

1.4.3. Situation-Specific Anxiety

It is a kind of anxiety faced learners in a particular situation as public speaking and exams (Ellis as cited in Hashemi, 2011).Likewise,it is the form of anxiety,wich actuate by a specific kind of events or conditions. (MacIntyre & Gardner, as cited in Yinxing, 2016) as well as ''Situation specific anxiety is related to a particular time and situation'' (Spielberger, as cited in Oteir & Nijr Al-Otaibi, 2019, p.311). In addition, situation-specific anxiety is a type of anxiety that takes place repeatedly in specific case (Maclntyre and Gardner as cited in Oteir & Nijr Al-Otaibi, 2019). Language researchers argue that learning a foreign language is related to situation-specificanxiety rather than trait anxiety because trait anxietyit is fixed one encourage emotions of anxiety in all cases; however, the situation-specific anxiety is linked to some particular cases with specific conditions (Oxford as cited in Oteir and Nijr Al-Otaibi,2019).

1.5 Sources of anxiety

Anxiety is a phenomenon that can be caused spontaneously and automatically. Some researchers attempted to find some of its causes. Researchers such as Hortwitz, Hortwitz, and Cope established a classification, which consists of three causes; also there is Doll's classification in which six sources have been included.

1.5.1 Test anxiety

Tests generaly put learners under pressure and cause them fear, drustrationand anxiety. The test anxiety is a situation-specific trait, people find that exams are threat; however, there are personal different causes (Spielberger & Vagg as cited in Utwain, 2008). Beyond this concept there are other notions like Fear of failure wich can be considred as worring about judgement of the performance, beside evaluation anxiety wich is the way that

test anxiety is settled with other such as speeches and sports performance (Putwain, 2008). On the other hand anxiety have three components as Zeidner (1998) assumes, first one is Cognitive wich depress in self-statments and negative ideas among tests , second one is affective it is peoples' self evaluation to the psycologicalstate,last one is Behavioural wich is lack of educational abilities and skils , dely of work (Putwain, 2008). Test anxiety is an accomplishment specific form of anxiety, its take place when a person being formally / informally assessed (Miller, 2011)

1.5.2 Fear of negative evaluation

Living within a society makes people aware about how the others think about them and do their best to give a positive positiveimpresion to everyone they met. This may put people under pressure and make them anxious about negative evaluation or any kind of missunderstanding.''Individuals with high dread of pessimistic assessment are worriedabout how they are being judged and seen by other individuals''(Ajmal, Iqbal ,2018,p.50) further neuroticism is a panic from negative assessment and public anxiety it is the principal distance of individuals characteristics too ,wich define the level of reactivity against thretining stimuli with repeated stress emotions (Smederevac, Mitrović and Čolović, 2010).

1.6 Speaking Anxiety

"Speaking is defined as an interactive process involving the production, reception, and processing of information by the speaker and the listener '' (Redjeb, 2019, p.34). Scholars define speaking anxiety as the fear of participating among people, wich influnce speaker's language abilities. It mostly influeneces learners' self-confidence due to their fail when they loss the ability to speak and improve previous knowledge wichled learners to refuse to performe among people so they faced dificulties to understand explanation of the teacher (Brown as cites in Asysyifaet al, 2019). Moreover, (Horwitz et al, as cited in Tadjouri, 2017, p. 09) assume that "communication apprehension is a type of shyness characterized byfear or anxiety about communicating with people ''(King as cited in Seggar

& Sid Ali, 2017) Reported that speaking lectures in comparison to wriding ,listening or writing are mostly anxious for forign language learners due to the nessesity to require non native language .

1.6.1 Sources of Speaking Anxiety

Learners'fear of speaking especially in oral classes has strong relation with learners' knowledge background (Tanveer as cited in Balemir, 2009). Speaking anxiety can be result of lack of knowledge. The operation of language learning is difficult because of learners need to control linguistic patterns

1.6.1.1 Competitive self-esteem

Hosseinias (cited in Mardani & Jahanbazian, 2015) develops team work in which the teacher presents the lecture than giving students chance to do quizzes in groups of three or four members to insure a competitive atmospher where students make an effort to share knowledge/skills among group member to be superior then other groups.

1.6.1.2 Self –esteem

Self –esteem is main factor influence learners speakinkg and makes them anxious.(Price as cited in Balemir, 2009)suppose that Learners usually evaluate their own capabilities. Theseevaluations might be positive or negative also negative evaluation raise anxiety while positive one improves learners' linguistic skills (MacIntyre, Gardner, & Clément as cited in Balemir, 2009).

1.6.1.3 Lack of motivation

 Bailey in her personal experienceshows thatcompetitivness anxiety was motivating her to do a better preparation for oral performance which reducing her anxiety. Therefore, the lack of motivation, especially, self motivationcan strongly affect learners' oral participation (Brown as cited in Achbi & Sebaà, 2012). Gardner defines motivation as direct

target agent, it consists of a target, full efforts, bihaviours and the appropriate attitude (as cited in Ochoa at al., 2016). Lack of motivation makes students unable to go further in the learning process which raises learners' anxiety and depress them.

1.7 Language Anxiety

Foreing language classes are the apropriateatmospherfor language anxiety therefore Learners may face a number of dificulties in Efl classes due to several causes such as lack of vocabulairy, differences between mother tango culter and the new language one and the abilities of learners (Horwitz et al as cited in Kolker et al, 1991, p. 178) "found that anxiety is experianced by many students _berhaps one third_ in reponse to at lest some aspects of classroom language learning.". Also Spielberger defines language anxiety asthe individuals' stress, nervous, worry and anxiety which linked to autonomic nervous mechanism (Brown as cited in Achbi, Sabaà, 2012, p. 7).

1.8 Sources of Language Anxiety

There are factors considred as a sourse of anxiety in foreing language classes like gender, learners diferences,and psychological background.in this study some of this factors will be discussed.

1.8.1 Gender

The effect of gender on language learning is obouvesly clear ,scholars say that males most of the timebetter than females in the strategies use ,but females use more strategies in study or more effectively utilized them (Erhmanet al as cited in Tercanlioglu,2004).But gender effect not stop at this level (Kaylani ,1996)in his research study discover that females are superior mental processer, perceptions, have better use to operating plans,and have stronger memory than males (Dongyue, 2004).

Akram and Ghani (2013) in thier study, agree with Abu-Rabia's point of view they point out that there is no genderdifferences were found. Males had a complete stronger cause

to learn regardless (MacIntyre et al, 2002) whom suppose that gender have an effect on language learning motivation.

1.8.2 Mistakes

Oral performance is an axious activity for Efl learners speacialy when the abilty of make mistakes is high, there for mistakes considred as source of language anxiety (Xiuqinas cited in Tadjouri, 2017) state that most of students be stressed when making   mistakes and/or errors in pronunciations,grammar, and vocabulary without any consideration to the difference between the two (mistakes /errors). Learners mostly are anxious due to the fear from negative comments.

1.8.3 Psychological and sciocial background

Social and psychological factors are mainly affecting language learning Learners personality is controling their atittude toward EFL classes(Tadjouri,2016/2017) argue her research founding that self-esteem of learners and anxiety are goes oppositely,when ever self-eteeme rise anxiety become low and vise versa. (McCroskey et al. as cited by Tadjouri, 2017, p.13) outlined that "lowered self-esteem is associated with high oral communication apprehension and must be considered in the delineation of the communication apprehension construct". She also assume that being centre of peoples attention provoke learners anxiety (Tadjouri, 2017). In addition, social effect also take place on language learning anxiety (Rathod, 2012) state that learners have various backgrounds as their necessities and objectives .adolescent learners are influenced by pressure, home help and the existence of model are affecting them.

1.8.4 Linguistic Difficulties

Learning problems created by the linguistic difficulties is impact learners in terms of echeivement and anxiety (Sparks, Ganschow, 1993) declare that influence of inadequacy

phonological, syntactic, and semantic codes is more than the motivation and attitude impact in EFL learning .

1.8.5 Learners'Differencess

learners differencess have a visual impact on the language learning generaly and their anxiety in oral language class specialy ; the nature of learner if he is an active or passive one make the difference (Crozier 1997,p.5) declare that ''it is useful to know something about differances among students in the ways that they read articles,take notes …'' He also add that learners objectives of studing is an esencial point ,because if they recognize   that learning emprove their level they motivated more (Crozier, 1997).

1.9 The impact of language anxiety on foreign language learning

Foreing language learning is anxious process by nature because of the diffirences between it and first language ,and the goals of studing it ;therefore it has an observed impact on learners (Bigdeli,MacIntyre as cited in Hashempour , Mehrad,2014)declar that enxiety is a feeling can be easly influence learners'montal operation if there was a particular conditions , learners being nervious,compact and worry.

Anxiety define the attitude of learners inside foreing language classes and their activities inside it , (MacIntyre, Gregersen, 2012) suggest that anxious learners avoiding role-plays activities ,never being volunteers,low memorising to previous studying items ,and they rarely participating.inaddition (Dewaeleet al,2007) assume that whenever anxiety being higher learning fulfillment also high. (Wilson as cited in Messai, 2016) described facilitating anxiety as the helpful motivating anxiety while debilitating anxiety wichconsidred as a lack of ability so it blocks the learning progress.

1.10 The Effects of Anxiety on Students' Learning

Anxiety can affect learners' accomplishment either negatevely or positively as well.

1.10.1 The negative effects of anxiety

1.10.1.1 Motivation

Learners with certain level of anxiety can be inmotivated and have defficulties to study this is what (<mark>Chan</mark>) suggest that due to obligatory attendance in schools learners may be either disinterest in studying at all or donot make any effort and be satisfied by passing the examsonly. Also (Horwitz et al, 1991) in theory of foreign language classroom say that learning a foreign language and culture is anxious process have results such as the negative feelings responses

1.10.1.2 Grades

There is a negative relationship between accomplishment and language anxiety however there are some differences between females who less anxious and males who more anxious but they share same fear from speaking in public beside worring about grammar and prounonciation mistakes so they cannot speak spontaneously (Azher et al, 2010).

1.10.2 The positive effects of anxiety on students' learning

1.10.2.1 Motivation

Is one of the positive effect of anxiety devided into to types as (Hadjab, 2012/2013) declare that intrinsic motivation wich is a power came from inside person provoke him to do well in activity because it is interasting ,while extrinsic motivation is the serounded conditions wich encourage a person to learn a language.

1.10.2.2 Competitiveness

"It is a great motivator in language classes with some difirances between the two genders, also (Daneshpajooh, 1993) outlined that students think that the more they do an academic quizzes, competitions, cover more knowledge and being speed and confident the

more they impressing others. Moreover (Assadi Tehrani et al, 2002)found that competitive people are not achieving happiness because thaey have limited time to spend with people .in addition (Harackiewics et al, 1997) assume that competitive motivation   affect students' level positively.

1.11 Teachers Role in Reducing Students' Anxiety in Foreign Language Learning

Teachers have the greatest role in reducing learners anxiety which can be achieved by making the environment relaxed, where learners do not feel threat and creating collaborative groups, where learners can discover similar problems of their mates then teachers have to go slowly in explanation to allow students understand the presented part finally teacher can suggest extra sessions to insure that his student are goes with acadimic objectives (Effandi, Norazah, 2008).

1.12 Charachteristics of foreign language anxious learners

There are several characteristics that appear on anxious learners, it may add pressure to student because shyness from this signs

1.12.1 General avoidance

(Schuster as cited in Ehmke) Notes that when kids get anxious in social situations, sometimes they have a much easier time showing what they know when teachers engage them one-to-one, away from the group.

1.12.2 Physicale actions

Black Dog Institute site outline some carachteristics of anxiety like : very worried or afraid most of the time,tense and on edge, nervous orscaredsleep problems (can't get to sleep, wake often), pounding heart,sweating,'pins and needles', tummy aches, churning stomach, lightheadedness, dizziness ,twitches, trembling, problems concentrating , and excessive thirst.

1.12.3 Other signs of language anxiety

There is another signs of language anxiety (Chanchoni,2016) suggest thatwe can define anxious learner by his lack of understand to the lecture while he stay spend effort to do ,he also answer with one word each time (monosyllabic responses). Moreover anxious learners featured by antagonism, avoiding eye contact with people and criticizing themselves (Oxford as cited in chanchouni, 2016).

Conclusion

Speaking skill is an important in learning the language, and oral classes are the appropriate atmosphere to develope it; however, learners have difficulties in oral peformance for several causes especialy anxiety, wich have negative and possitive affects ;as result this affects is controling learners level and achievment ;therfore it is obligatory to cope with this factors and reduce learners anxiety.

Chapter Two

Classroom oral performance

CHAPTER TWO   classroom oral performance

Introdection

Effective speaking skills teaching is one of the important matter of ESL classes ,many studies and researches deal with it and tray to give a hand to EFL learners to master that important skill wich related strongly with oral classes; therefore, we as (Fallows and Steven p. 75-83) assume that "Today's challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly it is necessary for students to gain those skills which will enhance their prospects of employment" suppose that it is mandatory to speak in this chapter about the definition of oral performance and its importance to EFL learners then state its characteristics after that we present an overview about speaking and what kind of speaking activities can be in classroom such as role play, discussion and talking circle . In addition, we discuss the causes of speaking difficulties.

2.1 Definition

Classroom oral performance can be an enjoyable or boring activity depending on various factors; although it is the appropriate activity to improve EFL learners speaking skill. Scholars define oral presentation as it is transformation of an information to the audience ,it can also be a discussion , it is widely used in universities to exchange knowledge through the oral presentation or congress's (Thompson Writing Program as cited in Messai, 2016) Jones as cited in Richards (1990) outlined that oral performance is to speak in public in order to transmit an information to an audience like speeches , public announcement ... (Abda, 2017, p. 288) suggest that "Speaking is the productive skill in the oral mode. It, like other skills, is more complicated than it seems at first and involves more than just pronouncing words''. King (2002) suggests that oral presentation is a functional communicative activity used from teachers to develop their learners' proficiency.

2.2 The Importance of Oral Performance

Oral performance is highly advantages learners in developing language in term of vocabulary, pronunciation and improving learner's ability to speak in public. Oral presentation is a chance to enhance actual life situations communication beside its contribution in developing learners' leadership skills (king as cited in Živković, 2014). In the other hand, oral performance(presentation) is valuable for both teachers and learners because it make teaching speaking skill easy for teachers while learners who participate in class are training themselves so they evolve their public speaking abilities (King as cited in Seggar, Sid Ali 2016/2017). Hedge (2000) agree with them and assume that the main goal of language teaching is communication where people can use this language in the real situations, in addition Harmer declare that is wasting of time if in language class people do not use English language.

2.3 Characteristics of Oral Performance

Oral performance is sensitive skill because it is the major goal of EFL learning. It is spoken and visual operation in front of audience, it requires the ability of speaking fluently beside the use of body language (eye contact, hands movement..) yet, it occurs in a limited period of time (Ming as cited in Seggar and Sid Ali,2016/2017).

2.4 Overview about Speaking Skill

"Speaking is simple sentences connected by some conjunctions" (Brown and Yule as cited in Ounissi, 2019). Moreover speaking is a structural operation in which speaker is interacting, i.e., it is to produce, transforming and receiving information; however, meaning is strongly related to the context that containing it (Burns and Joyce as cited in Tadjouri, 2016/2017).

2.5 Classroom Speaking Activities

Speaking activities is one of the most exciting and interesting activities learners can easily get involved in for instance "Repetition of rhymes, look and say, oral composition,

pronunciation   drills, read aloud, open ended   stories, narration, description (festivals, celebrations, occasions) are important practices to improve speaking skills" (Jyothsna and Rao as cited in Houssain, p. 16).

2.5.1 Classroom Discussion (Debate)

Classroom discussion is support the learning process through exchange knowledge between learners, express themselves using their own words, motivate learners for better homework application, preparing for the class and creating a soft studying atmosphere; however, it make covering a large number of course objectives (Teaching & Learning Transformation Center).

2.5.2 Role Play

Role play is opportunity of learning to behave different from his real life attitude (Chesler and Fox, 1966). Role play is also an occasion for learners to present social matter conflicts and gathering information, it is also opportunity to show social skills (Cherif, Somervill, 1995).

2.5.3 Talking circle

Circle talk is an organized meaningful communication about specific subject, the members of it must carefully listen and speak this activity give a deep comprehension to the subject (Winters), the talking circle is beneficial activity specially for anxious learners. Ernst (1994) point out that talking circle is famous EFL classes activity, where all students and teacher involved in to discuss and exchange knowledge, experiences, special events and to introduce lectures.

2. 6 Factors that Cause Speaking Difficulties to EFL Learners

EFL learners face some difficulties in speaking skill which influence their level in terms of pronunciation, vocabulary and fluency a various factors cause these problems.

2.6.1 Fear of negative evaluation

Fear of negative evaluation is concerned resulted from over thinking on others evaluation which lead learner to avoid this situations because of negative expectations (Watson and Friend as cited in Aboud, 2016/2017) on the other hand Aleksandrzak (2011) declare that choosing the appropriate technique to evaluate learners is not the only problem but also the design and management of the tests are serious mater.

2. 6.2 Lack of motivation

Second language learners success have a strong relation with appropriate motivation this suggestions are highly supported from scholars who insure that motivation is the force which pushes learners to study (Brown as cited in Abda, 2017) this concept lead as to assume that lack of motivation especially in sensitive matter as speaking skill is negatively affect learners.

2.6.3 Negative self-perception

Self perception is how people behave in a particular situation and how they elaborate their manner and beliefs (Watson, Friend as cited in Aboud, 2016/2017). Therefore, when learners have a negative self-perception they are acting with emotion and tension so they face difficulties as speaking problems in public.

2.6.4 Speaking activities

conversational planned lesson are useful in EFL classes it is a number of selected themes discussed between teacher and learners toward lecture objects meanwhile casual conversations are unprompted and disorganized (Aleksandrzak, 2011). In addition, teachers and scholars assume that learners use English language in classroom only and they are not encouraged to use it in real life which affect their speaking skill and create difficulties for them (Alhosni, 2014).

Conclusion

Learners speaking skill must be developed through participation and be involved in classroom speaking activities or through oral performance because these speaking activities strongly affect learners' proficiency and help them to master spoken language.

Chapter Three

Presenting the findings

CHAPTER THREE   RESULTS DISCUSSION

Introduction

In the process of learning English language learners aim to achieve a certain level of proficiency as well as natives. Hence this operation seems to be some how difficult due to some factors. In this chapter we aim to analyze the finding of the investigation we made in the study to get familiar with the effects of anxiety on EFL learners oral performance. From our perspective we find that the suitable research tools are questionnaire and observation. A questionnaire was administered to third year students in the English division in Biskras' University with an observation to same sample beside another questionnaire to teachers of oral expression in same university. This chapter divided into two parts first part containing the aim of the questionnaire, administration of the questionnaire and description of the questionnaire while the second part containing description of the results with the analyses of the findings.

3.1 results of the study

3.1.1students questionnaire :

3.1.1.1 Aim of the questionnaire :

This questionnaire is aim to highlight the main effects of anxiety on classroom oral performance of students through identifying the main causes and results of anxiety beside the aspects that appears on students.

3.1.1.2 Administration of the questionnaire:

We had administered the questionnaire to 3rd year students of English division in Mohammed Khider university of Biskra . This selection was based on the idea that 3rd year students had the needed vocabulary score and experience in language oral performance. we select 21 student from various groups the questionnaire was distributed online because of the covide19 conditions and to facilitate students collaboration with it so they have the freedom

to answer it in relax atmosphere and get enough time; otherwise, the questions was clear with the use of simple vocabulary to help students give precise and correct answers.

3.1.1.3 Description of the questionnaire:

The questionnaire composed of twenty three(23) question organized in three section ,some of this questions required yes or no answer while others are multiple choices with the need to justification.

Section one: general information

In Q1 they asked to specify their gender,Q2 express the source of choosing English branch to study ,Q3 they asked to evaluate their English language level

Section two: students' performance in the oral class

Q4they had to show their position from the idea of the necessity of practice speaking in order to learn language,Q5 was frequency scale where they required to identify how much they participate in oral classes,Q6 it is multiple choices to the extent that oral class help students to improve their speaking skill ,Q7 it is also in form of multiple choices to express how the atmosphere in class is affect students speaking and they had a space to explain how it is ,Q8 students had to choice the preferable activity/s for them in oral class.

Section three: anxiety in the oral class

In Q9 we had two parts first students may express if they had difficulties in expressing them selves/ ideas in oral class, second they had to choice the most influences factor or to write it if it is not mentioned in the choices,Q10 show choices to the possible causes of students anxiety,Q11 it is aim to know how anxiety affect learners speaking performance,Q12 this question contained some anxiety factors which may affect students achievement,Q13 students can express how they cope with anxiety situations,Q14 it sow situation in which students may fell more anxious ,Q15 students had to mention causes of their fear of

speaking ,Q16 this question they are asked if the teacher helped them to eliminate anxiety and how ?,Q17they asked to indicate how often they use English outside classroom,Q18 they asked if the use audio-visual materials(data show, pictures, videos, audios) help them in their oral performance and how?,Q19they asked if they use first language some times to solve some speaking problems in English ,Q20 they asked if this strategy is helpful for reducing speaking anxiety,Q21 they asked if they like to work in mixed gender groups(group which contain males and females) and to justify ,Q22 they asked to identify their personality style,Q23 they asked to say how their personality is affecting their speaking performance in language classes.

3.1.2 Teachers Questionnaire

3.1.2.1 Aim of the Questionnaire :

This questionnaire is aims to recognize teachers overview to learners anxiety and how they manage to cope with it and how they pass the learning difficulties made by anxiety.

3.1.2.2 Administration of the Questionnaire:

Our population consist 5 teachers from English division in Mohammed Khider university of Biskra who teach or are use to teach oral classes

3.1.2.3 Description of the Questionnaire :

The questionnaire deals with the oral performance of students through teachers point of view and the way they evaluate this performance , the difficulties students face and how they manage to cope with it .it contains sixteen(16) question divided into three sections with yes/no question or multiple choices questions with the opportunity to justify or suggest additional ideas.

Section one: general information: In Q1 teachers suppose to identify their gender,Q2 they asked if they like to teach oral expression,Q3 they asked about what is challenges they faced in teaching that class

Section two : Learners oral performance: Q4 teachers asked if their students get involved in speaking English in the class,Q5they asked if they notice anxiety on the students while speaking,Q6they asked to describe anxiety level,Q7they asked if anxiety is related more to speaking skill rather than other skills,Q8they asked why students fell anxious when speak English,Q9 they asked about the possible sources of speaking anxiety problems,Q10they asked about the physical symptoms they notice on anxious learners,Q11 asked about the less anxious activity for learners,Q12they asked about their position from Young Dolly Jesusita (1990)which say that the more students practice speaking the more they feel confident and less anxious.

2.3.3Section three: Reducing students oral performance anxiety

In Q13 teachers asked how often they speak with students about their learning problems, Q14they asked if varying speaking activities would help students fell more willing to participate,Q15they asked if they think that group work helps students overcome anxiety,Q16 teachers required to suggest some solution to help students overcome speaking anxiety.

3.1.3 Classroom Observation:

3.1.3.1 Aim of the Observation :

This classroom observation is aims to outline the actual attitude of learners inside the oral classroom in term of oral performance and anxiety aspects and difficulties it also aims to examine its results in comparison with teachers/learners questionnaire results and the knowledge gained from literature review.

3.1.3.2 Administration of the Observation

Our observation was by attending 3rd year oral class in three successive session.

3.1.3.3 Description of the Observation

A checklist was organized containing twenty-six (26) question required yes or no answer with a comment about the situation, it was organized in three sections.

Section one: the effect of anxiety on speaking skill of EFL learners in classroom: In Q1 we tend to know if student show anxiety ,Q2 does anxiety affect learner oral performance Q3Did his preparation to the lecture narrow his anxiety,Q4Deos the learner use tools in they presentation,Q5How audio visual helps him to avoid anxiety, Q6 is the learner making mistakes,Q7 Is he self correcting them, Q8Is he self correcting them, Q9is the teacher helps learner to narrow anxiety and how , Q10What was the topic and how it affects learners 'anxiety, Q11Did classmates make comment, Q12is it a negative /positive comment, Q13how the speaker react with those, Q14did teacher take a role when he feel that the learner is anxious and how ,Q15does the number of girls/boys in class effecting the oral performance of learners and how ,Q16are mixed-gender activities causes students anxiety, Q17 Did the learner use traditional tools (paper),Q18how it effect his performance,Q19deos the teacher assess learners.

Section two: the difficulties faced learners on the oral class because of anxiety: Q20do learner face problems because of anxiety, Q21What kind of difficulties are created due to anxiety, Q22Did learners refuse to perform because they fell anxious/shy , Q23Do they speak fluently with friends while they loss fluency among class , Q24Learners can not improve their speaking skill because of anxiety, Q25Learners can not know their mistakes so they keep doing them.

3.3.1   Section Three: How anxiety appears on EFL learners ?

CHAPTER THREE   RESULTS DISCUSSION

We suggest some physical symptoms like blush, sweat ,stutter ,hold hands.

3.1.1 Results of students questionnaire

Section One: **General Information**

Q1: Would you specify your gender, please?

Table 3.1 Gender distribution

Option	Number	Percentage
a) Male	6	28%
b) Female	15	72%
Total	**21**	**100%**
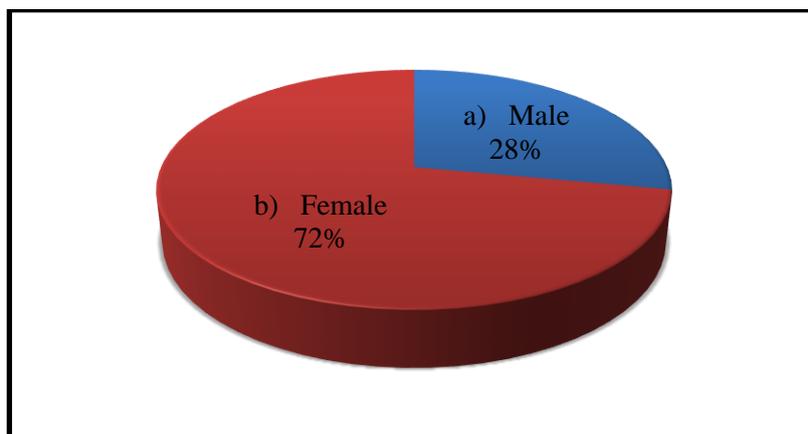
Figure 3.1 Gender distribution

This question showed the gender of participants according to the number of males 6 and females 15 with the percentage of 28% for males and 72% for females. These results reflect the existence of males and females in language classes where females number is triple of males number due to social and psychological factors as well as background and career matters .

Q2. Was the choice to study English?

Table 3.2 Students choice to study English at university

Option	Number	Percentage
a) Personal	19	90%
b) Imposed	2	10%
Total	**21**	**100%**
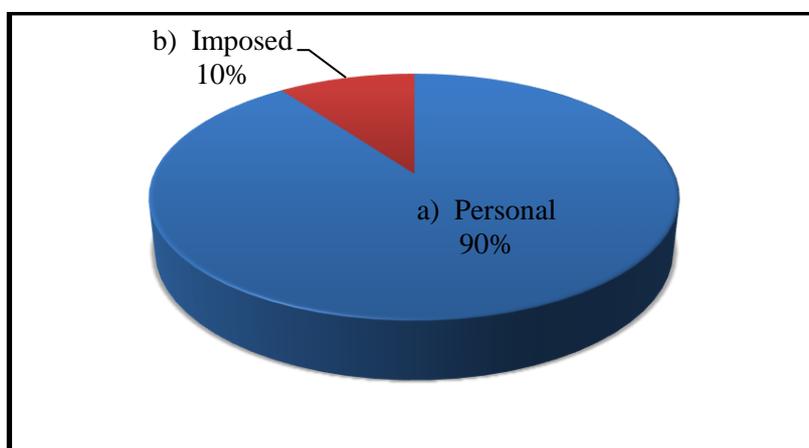
Figure 3.2 Students choice to study English at university

These questions shows the desire of students to study English language at university. 90% of the population said that studying English is a personal choice while 10% said it was imposed on them. That demonstrates that most of them have the motivation to learn the language, whoever; the imposed ones, although they are few, they may have learning difficulties due to the absence of motivation and this is also the point from asking this question.

Q3. How can you evaluate your level in English?

Table 3.3 Students' evaluation of their level in English

Option	Number	Percentage
a) Beginner	0	0%
b) Pre-intermediate	3	14%
c) Intermediate	11	53%
d) Advanced	7	33%
Total	**21**	**100%**
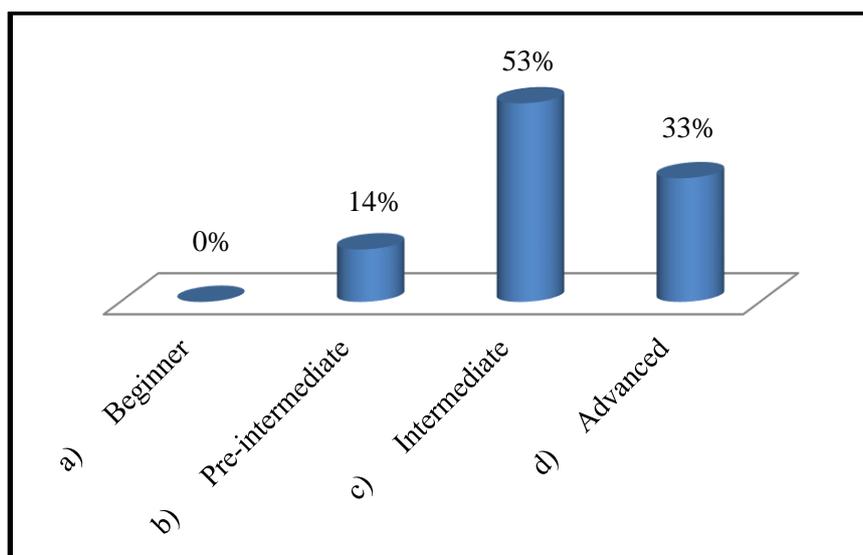
Figure 3.3 Students' evaluation of their level in English

This question shows students self evaluation to their level in English language. 14% of them see that their level is pre-intermediate while 53% choice intermediate and 33% declare that their level is advanced .The significant of this question is to know how learners look to their level which reflect their self confidence .the results show up the level of students is almost close and their level is average which create a competition between them .

Section Two: Students' Performance in the Oral Class

Q 4. What do you think of the belief that in order to learn a certain language, you have to practice speaking it?

Table 3.4 Students' opinions about the belief that in order to learn a certain language, you have to practice speaking it

Option	Number	Percentage
a) Agree	19	90%
b) Disagree	1	5%
c) Neutral	1	5%
Total	**21**	**100%**
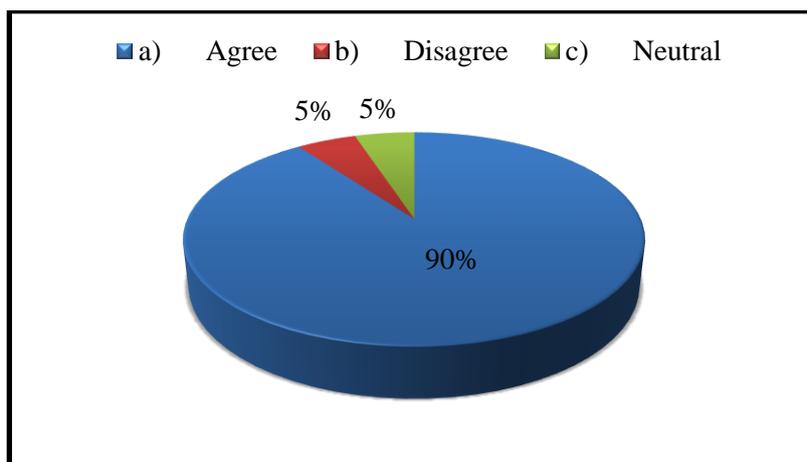
Figure 3.4 Students' opinions about the belief that in order to learn a certain language, you have to practice speaking it

The question represent learners opinion toward the idea of to learn language they have to practice speaking it 90% agree with it however 5% is disagree and 5% also was neutral. The question seek to discover the inside passion of students to practice language orally ,the results show that almost all students have the desire to speak English and they know that the goal from learning language is to use it to discuss and to master it as native speakers.

CHAPTER THREE   RESULTS DISCUSSION

Item 5. How often do you participate in the oral class session?

Table 3.5 Frequency of students' participation in the oral class session

Option	Number	Percentage
a) Always	4	19%
b) Often	7	33%
c) Sometimes	5	24%
d) Rarely	4	19%
e) Never	1	5%
Total	**21**	**100%**
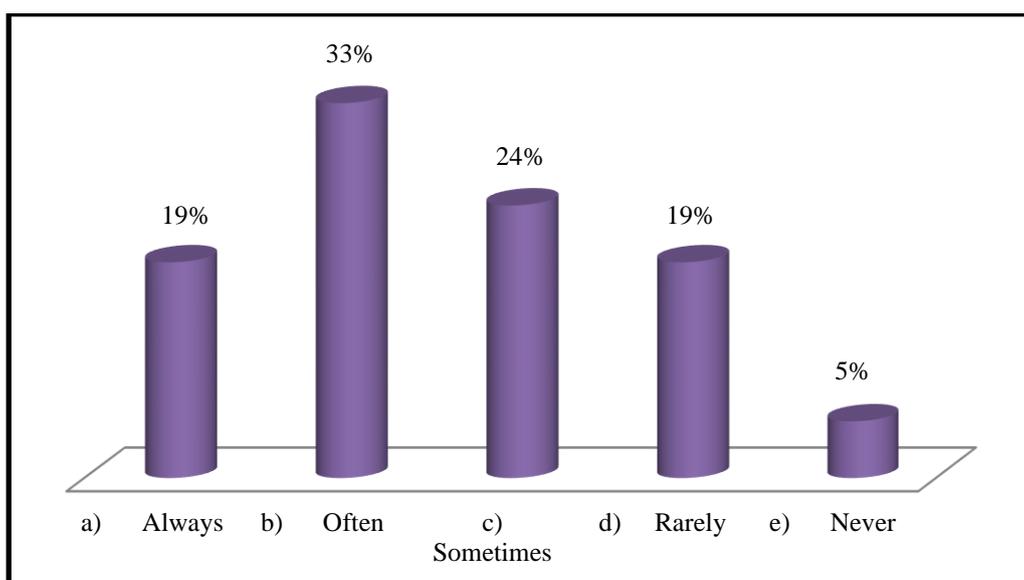
Figure 3.5 Frequency of students' participation in the oral class session

This question shows the frequency of students participation in oral classes where 19%
always practice and 33% are often practice and 24% participating some times and 19%
rarely practice while 5% never practice .this question was asked to know if the believe that
language is acquiring by practice in previous question was enough to impose learners to be
active in oral class. The results showed that the majority of students did with different

frequency that's reflect the effect of personal choice (motivation) and knowing the goal of

learning the language on learners' classroom interaction .

Q 6. To what extent does the oral expression course help you practice and improve

your speaking skills?

Table 3.6 The degree of usefulness of the oral expression course in helping students

practice and improve their speaking skills

Option	Number	Percentage
a) Very much	8	38%
b) Somehow	9	43%
c) Don't know	1	5%
d) Not much	3	14%
e) Not at all	0	0%
Total	**21**	**100%**
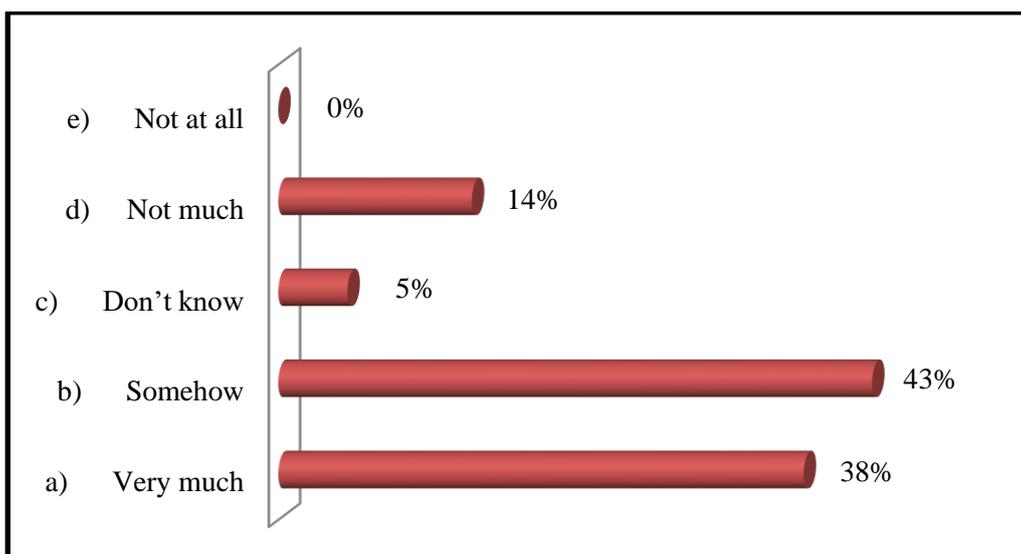
Figure 3.6 The degree of usefulness of the oral expression course in helping students

practice and improve their speaking skills

CHAPTER THREE   RESULTS DISCUSSION

This question shows learners opinion toward the benefits of oral classes in improving

students speaking skill 38% see that it is very much helpful and 43% see that it is help them

somehow while 5% don't know whether is it helpful or not and 14% see that it is not much

helping them, this question look for identified learners opinions toward participating in oral

class and to discover later on the difficulties faced them in this class.

Q7. To what extent is your speaking performance influenced by the atmosphere of the

class?

Table 3.7 The degree to which students' speaking performance is influenced by the

atmosphere of the class

Option	Number	Percentage
a) Very much	9	43%
b) Somehow	11	52%
c) Not much	1	5%
d) Not at all	0	0%
Total	21	100%
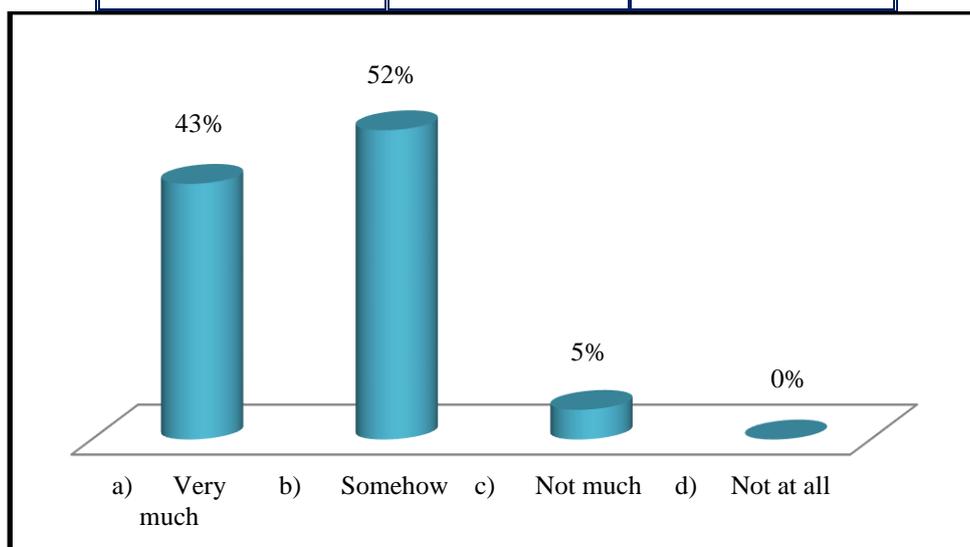
Figure 3.7 The degree to which students' speaking performance is influenced by the

atmosphere of the class

Students' explanations

a) For 'Very much'

- It depends on the way the teacher encourages us to speak and participate

- I get anxiety whenever the class is not interacting with your topic

- Atmosphere plays big role

- A noisy environment doesn't encourage anxious students to participate

- The atmosphere of the class plays w vital role in the performance of students, some topics needs interaction , others requires team work , class management also , so it depends on the atmosphere of the class to have a good performance

- A good teacher, interesting topics and motivated students motivate me to participate in the classroom.

- When my classmates give me the sense of relax i can perform well

- When there a lot of students or they are not fun you feel anxious.

- I always get affected by the environment

b) or 'Somehow'

- Rise or reduce anxiety

- Colleagues Participating in a classroom discussion

- Anxiety levels are high when you know others are listening

- I always like to participate in class even if the majority of students are passive

- The atmosphere effects my motivation to interact in the classroom

- If the class is so crowded I feel shy.

- If the students are not as interested as you are in the topic and send a certain bad

vibe towards you, this may affect the performance with the presenter being less enthusiastic

- If the educator succeed in creating a comfortable atmosphere, that'd help lowering my anxiety to be able to participate

- Sometimes when there is a little attention and focus on what I'm talking about, it would push me to stop talking or keep silent.

c) **For 'Not much'**

- Maybe the volume of the audience

This question shows the effect of classroom atmosphere on learners participating with their justification for each choice , where 43% see that it is affected very much and 52%declare that it somehow effected their participating whoever 5% see that it is not much affected. This question significant is to support previous question results and to discover how learners feel in classroom and what they need to relax inside it and feel comfortable to participating as much as they could and to help teachers to design lectures and prepare the whole atmosphere for best learners' achievement.

This sub question showed the explanation of students degree to which their speaking performance is influenced by the atmosphere of the class 8 students choise very much said that the kind of topics, teachers methods of teaching and classmates interaction is affecting them. 1student said thet number of students effect his performance.9 student explain the choice of "some how" that anxiety can be reduced of ried according to the classroom atmspher and learners interaction.1student said that the atmosphere not effect him to much according to the number of audience.

Q 8. Which of the following activities do you prefer the most?

Table 3.8 Students' most preferable activities

Option	Number	Percentage
a) Discussions	12	57%
b) Role-plays	1	5%
c) Language games	8	38%
Total	**21**	**100%**
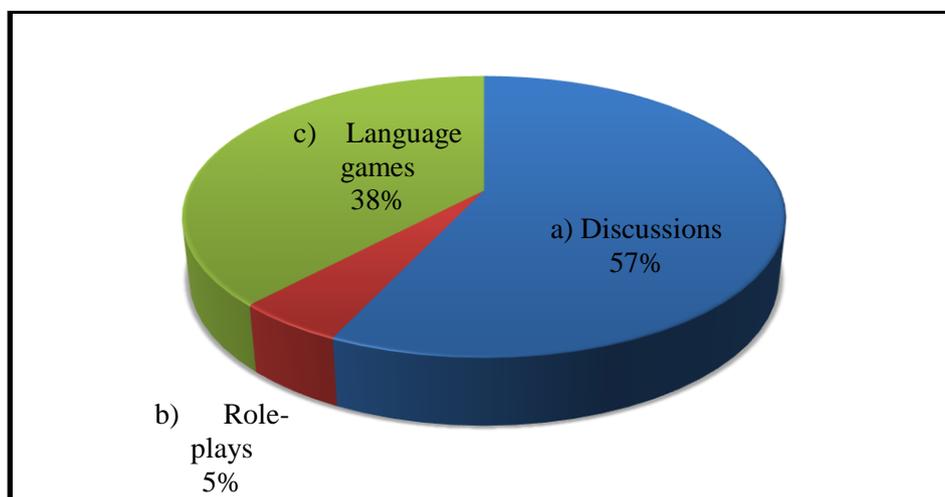
Figure 3.8 Students' most preferable avtivities

If there are others, please specify them

- Discussions are more practical and simulate real world communication

- Open debates are good for oral performance as well as to boost your self esteem

- Previously mentioned language games

- Story telling

- Mobile applications

- Games are a great way to make the class more enjoyable and beneficial

- Because you are not obliged to speak. Moreover, you have a clear idea you can express it easily.

- Debates

- Presentations

- Presentations , dialogue

- Question and answer

- Play

This question   look to know learners prefer oral session activities 57% like discussion and 5%prefer role-play while 38% choice language games they also suggest other activities where they like to participate such as presentations, dialogues, debates, questions and answers games ,mobile application and stories telling . This question aim to identified learners prefer activities in which they feel more comfortable and motivated also to give a hand to teachers in designing the lectures activities.

The sub question is showed other preferable activities not mentioned in the questionnairelike question /enswer ,games,mobile applications,story telling.while others assert the previous mentioned like play and debates.

Section Three: Anxiety in the Oral Class

Q9. Do you have a difficulty in expressing yourself and your ideas in the oral expression class?

Table 3.9 Students' responses about whether they have a difficulty in expressing themselves and their ideas in the oral expression class or not

Option	Number	Percentage
a) Yes	18	86%
b) No	3	14%
Total	**21**	**100%**
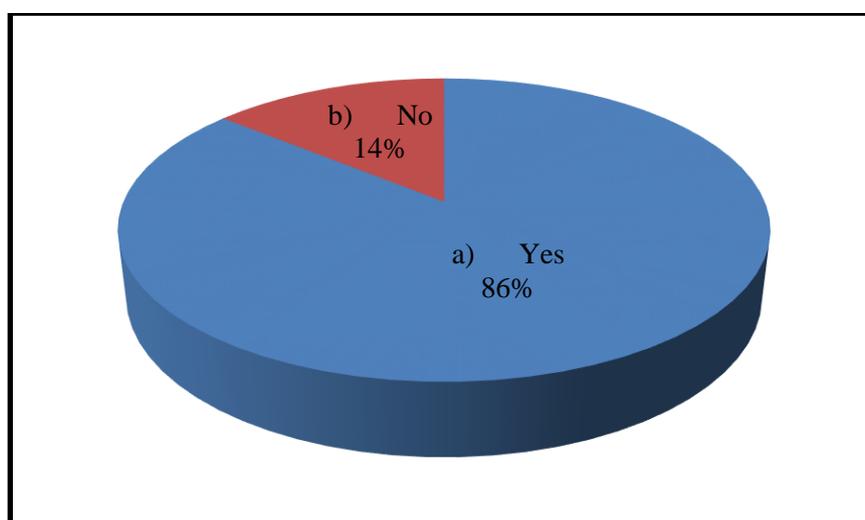
Figure 3.9 Students' responses about whether they have a difficulty in expressing themselves and their ideas in the oral expression class or not

This question shows the students response about having a difficulty in expressing themselves and their ideas in oral expression class 86% say yes while 14% say no. This question significant is to know if the learners aware of their problems and if they feel restricted in oral class.

If yes, which of the following you consider as the most influential factor? (you can have more than one choice)

Table 3.9.1 The most influential factor on students speaking performance

Option	Number	Percentage
a) Anxiety	6	33%
b) Shyness	2	11%
c) Low of self-esteem	0	0%
d) Fear of making mistakes	0	0%
e) All of them	2	11%
f) More than one factor	8	44%
Total	**18**	**100%**
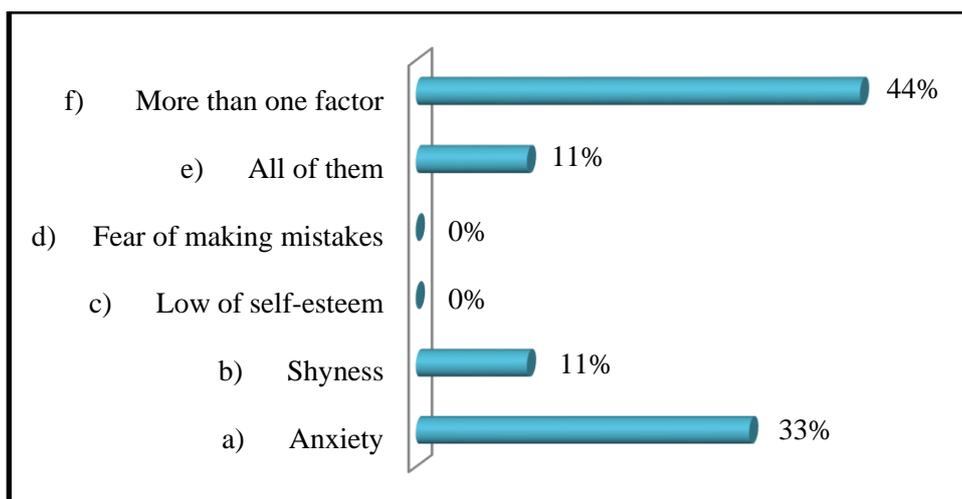
Figure 3.9.1 The most influential factor on students speaking performance

If there are others, please specify them

- Fear of speaking in front of others

- Luck of preparation. When I read or revise the presentation ahead I will be more comfortable to perform

- Lack of knowledge about the topic

In this question we see the factors which make the difficulty to express learners ideas in oral class 33% face difficulties due to anxiety and 11% say that it is because shyness and 11% say it is because all of this factors and 44% say it is due to more than one in addition 3 students add other factors make them incapable to express themselves and them ideas . The significance of this question is to specified the reason/s behind the lack of self expression in the oral expression. The sub question showed other influential factors on students speaking performance,1students said that he feal fear in front of others,another one said that luck of preparation effect his fluency and third one said that luck of knowledge about topic is the factor.

Q 10. What generally makes you anxious?

Table 3.10 The main cause that generally makes students anxious

Option	Number	Percentage
a) You get nervous when the language teacher asks question which you haven't prepared in advance	9	43%
b) You worry about making grammatical mistakes when you speak English	7	33%
c) You keep thinking that other students are better speakers than you	3	14%
d) You worry about the consequences of failing your English class	2	10%
Total	**21**	**100%**
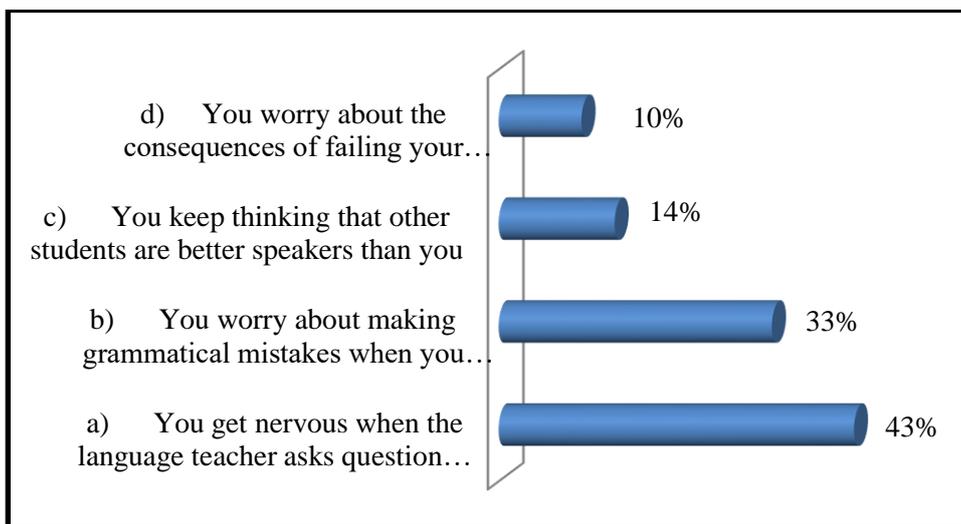
Figure .10 The main cause that generally makes students anxious

This question shows the main causes that makes learners anxious 43% say that they get nervous when the teacher asks question which they haven't prepare in advance and 33% say that they worry about making grammatical mistakes while speaking and 14% keep thinking that other students are better speakers and 10% say that they worry about the consequences of failing in the English class . The significance of this question is to know why learners feel anxious in oral class.

Q 11. How is anxiety affecting your speaking performance?

Table 3.11 The effects of anxiety on students' speaking performance

Option	Number	Percentage
a) You become nervous and you forget your ideas /speech	5	24%
b) Your fluency and speaking abilities become lower	9	43%
c) You make more mistakes even when you master the rules	4	19%
d) You refuse to volunteering at all	3	14%
Total	**21**	**100%**
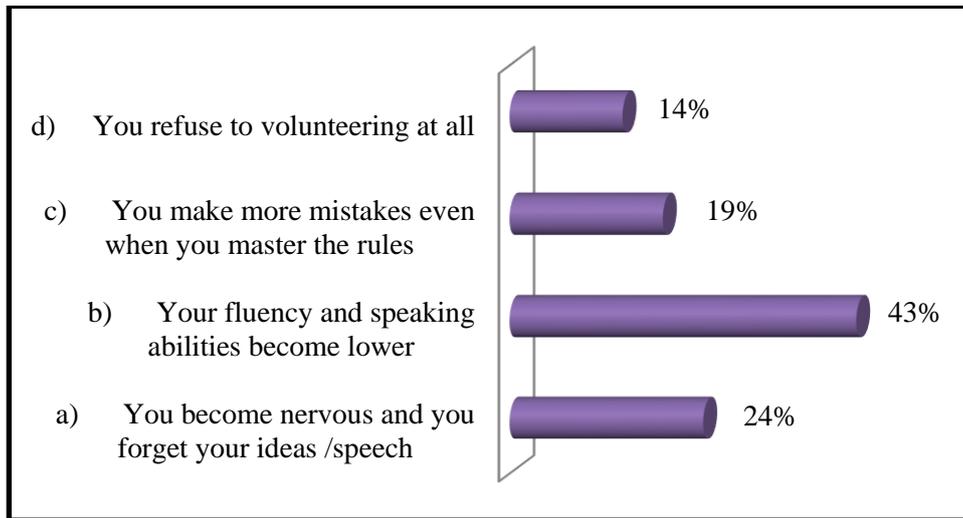
Figure 3.11 The effects of anxiety on students' speaking performance

If there are others, please specify them

- I feel afraid and even cold

- It makes me discouraged and not motivated to speak

In this question we see the effect of anxiety on students speaking performance 24% say that they become nervous and forget their ideas due to anxiety and 43% say that anxiety make them speaking abilities lower and 19% say that they make more mistakes even they know the rule and 14% say that they refuse to participate at all moreover 2 students add other effects of anxiety on them . The significant of this question is to know what is the results of anxiety on learners to explain the students behavior in classroom. The sub question showed extra effects of anxiety on learners they suggest.one student said that he feel afraid and even cold another one said that he loss his courage and evoid speaking.

Q12. How anxiety is affecting your achievement?

Table 3.12 The effects of anxiety on students' achievement

Option	Number	Percentage
a) Your lack of participation makes your speaking skill development slow	9	43%
b) Fear of prevents you from learning from these mistakes	8	38%
c) Your lack of practice affects your marks in the course of oral expression	4	19%
Total	**21**	**100%**
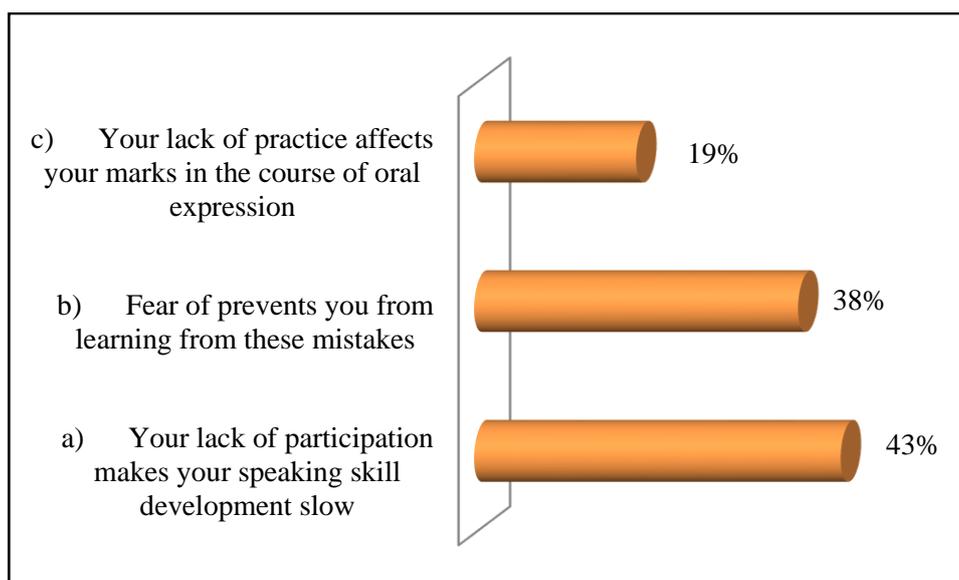
Figure 3.12 The effects of anxiety on students' achievement

This question aim to look for the effect of anxiety on students achievement , 43% say that because lack of participating their achievement to speaking skill became slow and 38% say that the fear unable them from learning from mistakes and 19% say that lack of practice effect their marks in oral expression . The significance of this question is to discover the achievement difficulties created by anxiety .

Q13. How do you usually manage to cope with this situation?

Table 3.13 Students4 strategies to cope with speaking anxiety

Option	Number	Percentage
a) Prepare yourself/lectures/answers in advance	10	48%
b) Prepare for a suitable atmosphere before participating (using tools as data shows)	6	28%
c) Make friendships with class mates to feel comfortable in the class	5	24%
Total	**21**	**100%**
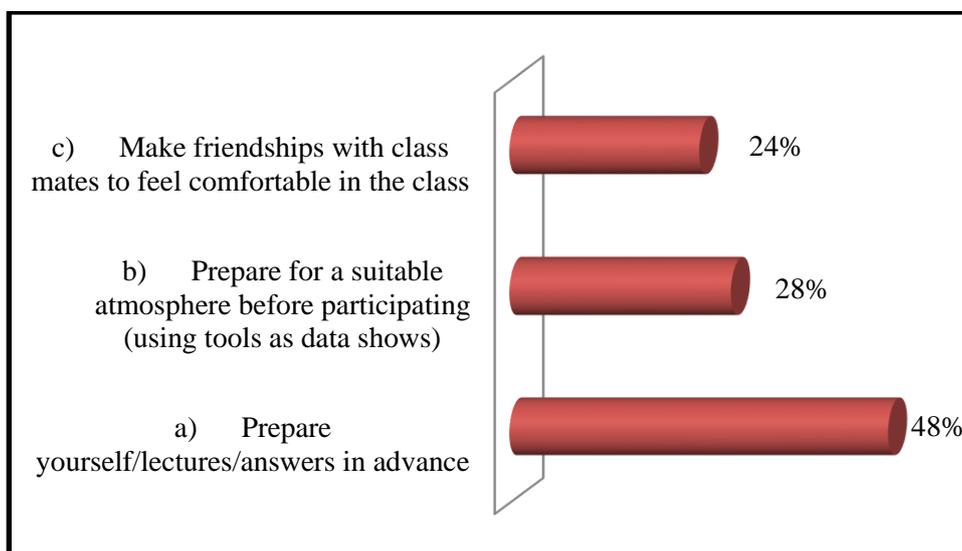
Figure 3.13 Students4 strategies to cope with speaking anxiety

If there are other strategies, please specify them

- Writing down the most important notes and ideas on a paper to do not forget them while speaking , So if I get stuck i use

- Prepare myself in front of my mother.

These question shows students strategies to cope with speaking anxiety the majority48% say that advanced preparation of lectures, answers and themselves is their strategy whereas 28% say that they prepare the suitable atmosphere before participating and 24% say that making friendship with class mates is a strategy to reduce the anxiety while 2 students suggest other strategies as writing done the important notes to do not forget and preparing themselves in front of family member(mother).The significant of this question is to know the level of student awareness about their problems and their abilities to solve the difficulties they faced . This sub question showed other strategies learners use to cope with anxiety 1 student said that he write down the most important ideas to do not forget it ,1other student said that he prepare his self before class with his mother.

Q 14. You feel more anxious when:

Table 3.14 Situations where students feel anxious

Option	Number	Percentage
a) Speaking in small groups	2	10%
b) Speaking in large groups	14	67%
c) Responding voluntarily	5	23%
Total	**21**	**100%**
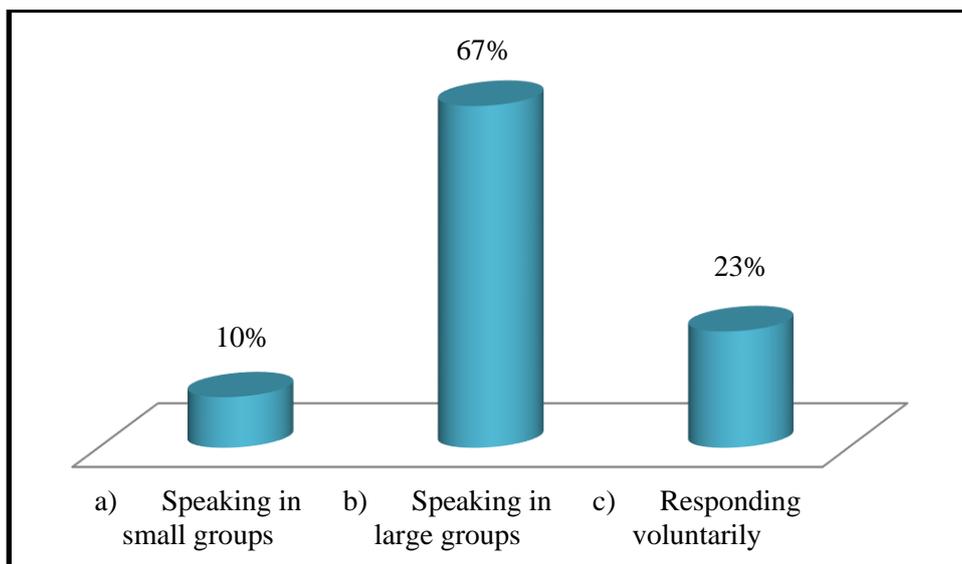
Figure 3.14 Situations where students feel anxious

This question shows the situations where students feel anxious 10% say that speaking in small groups is much anxious activity and 23% say that responding voluntary is the most anxious activity for them while the majority said that they feel anxious when speaking in large groups. The significance of this question is to narrow down the anxious situation for students to help in solving this problem.

Q 15. Is your fear of speaking caused by:

Table 3.15 The main cause behind students' fear of speaking

Option	Number	Percentage
a) Lack of vocabulary	6	28%
b) Lack of preparation	5	24%
c) Lack of practice	5	24%
d) Fear of being the focus of attention	5	24%
Total	**21**	**100%**
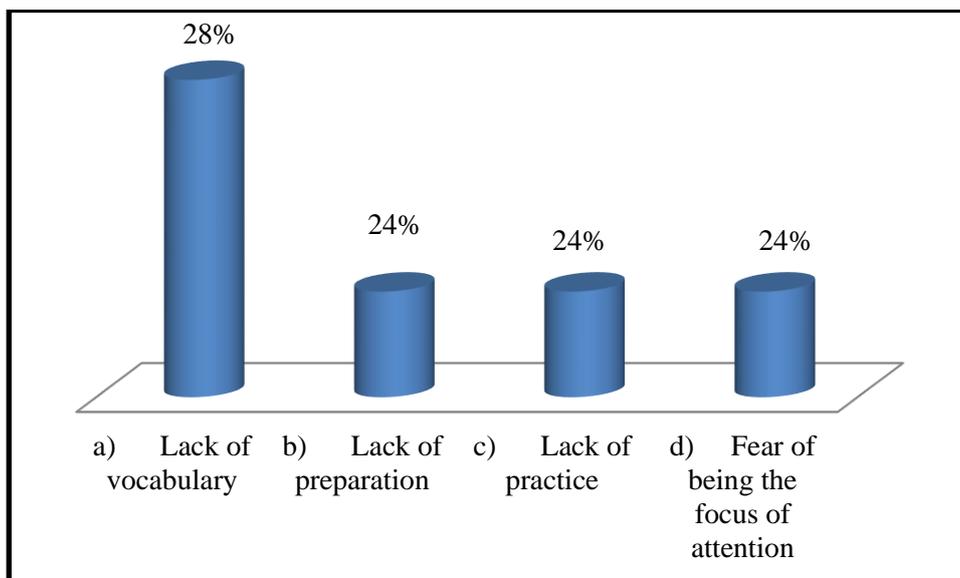
Figure 3.15 The main cause behind students'fear of speaking

If there are other causes, please state them:

- Lack of organization .

This question represent the main causes behind students fear of speaking so majority of students 28% say that lack of vocabulary is the cause and 24% declare that it is because lack of preparation same as lack of practice cause percentage 24% and fear of being focus of attention 24% the significance of this question is also support the previous question and it identifying the exact causes to get deeper look into the problem. The sub question showed other causes behind students fear of speaking 1student said that lack of organization make him fear.

Q 16. Do teachers usually help you eliminate your anxiety?

3.16 students' responses about whether their teachers usually help them eliminate their

anxiety or not

Option	Number	Percentage
a) Yes	21	100%
b) No	0	0%
Total	**21**	**100%**
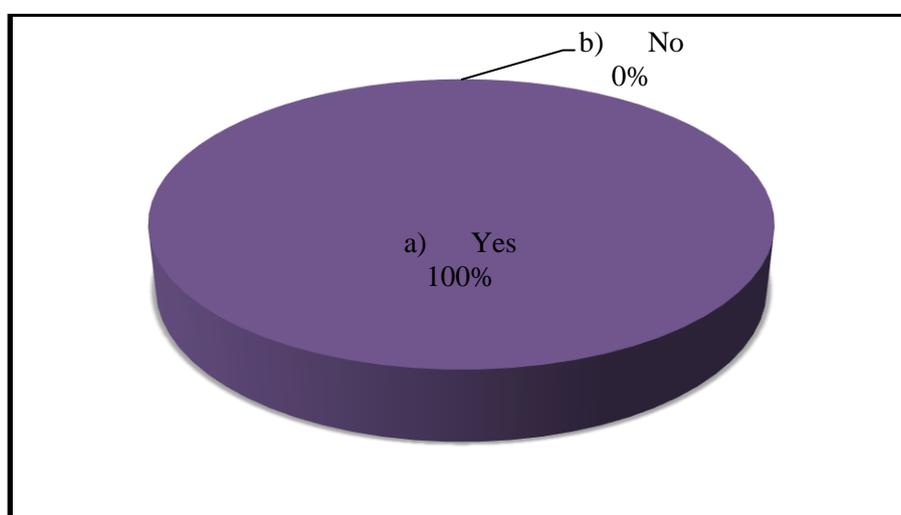
Figure 3.16 students' responses about whether their teachers usually help them

eliminate their anxiety or not

This question state students responses about whether their teachers usually help them to

eliminate their anxiety or not all of participants 100% say yes. this question aim to know the

extra rule of teacher beside lecturing and to discover the appropriate method to reduce the

learners anxiety.

If yes, how?

Table 3.16.1 Teachers' strategies to help their students eliminate their anxiety

Option	Number	Percentage
a) Preparing the atmosphere before starting lecture (makes jokes, asks student about their day…etc)	9	43%
b) Asking you to take a rest when you are anxious	5	24%
c) Helping you when you can't find words /ideas	6	28%
d) Giving you a second chance when your performance is not acceptable before assessing you	1	5%
Total	**21**	**100%**
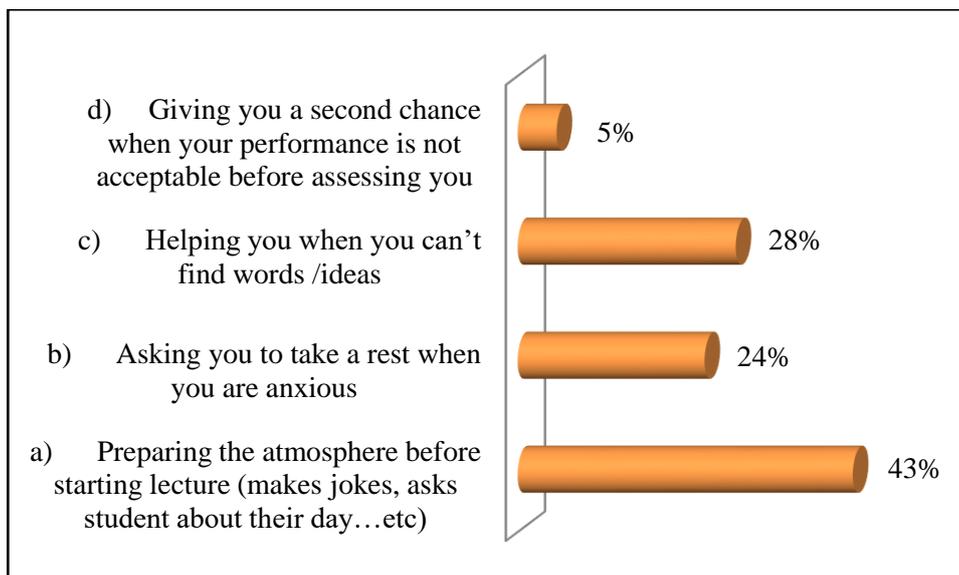
Figure 3.16.1 Teachers' strategies to help their students eliminate their anxiety

If there are other causes, please state them:

- Switch to another topic till the student relax than go back to the original topic

This question shows the strategies that teachers use to help students eliminate anxiety the majority of students 43% say that teachers preparing the atmosphere before going on the lecture by asking them questions and make some jokes while 24% say that teacher ask them to take a rest when they feel anxious and 28% say that teacher help them when they cannot find words and ideas while 5% say that teacher give them a second chance before assessing them when their performance is not perfect in addition one student suggest another strategy is to switch to another topic till the student relax . The question aim to find out teachers solution in front of learners psychological problems and to get an overview about the conditions and atmosphere of oral classes.The sub question showed other strategies used by teachers to help anxious learners wich is switching to another topic till student relax than go back to the topic.

Q 17. Do you prefer?

Table 3.17 Students' preferable way of learning

Option	Number	Percentage
a) Group work	4	19%
b) Peer work	8	38%
c) Individual work	9	43%
Total	**21**	**100%**
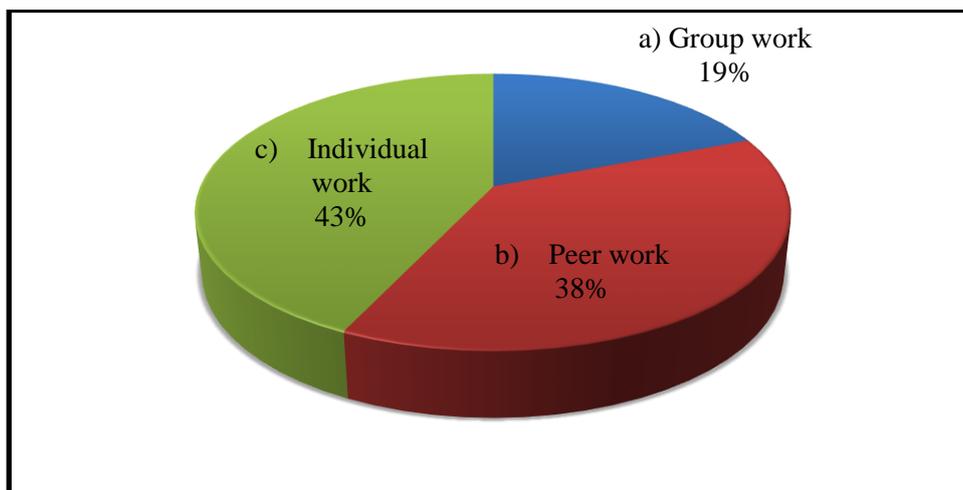
Figure .17 Students' preferable way of learning

The question shows students' preferable way of learning where the majority 43% prefer individual work and 38% like peer work and 19% prefer group work .the significance of this question is to identify the suitable activities for learners which help them to participate more and get involved in lecture .

Q 18. Please indicate how often do you use English outside the classroom

Table 3.18 Frequency of students' use of English outside the classroom

Option	Number	Percentage
a) All the time	6	28%
b) Sometimes	6	28%
c) Frequently	5	24%
d) Rarely	2	10%
e) Never	2	10%
Total	**21**	**100%**
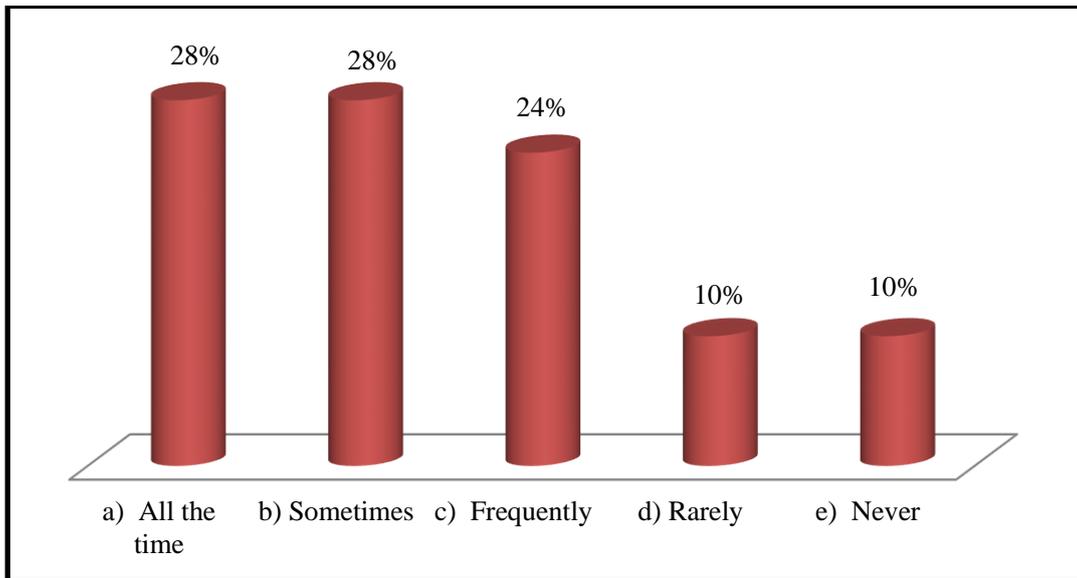
Figure 3.18 Frequency of students' use of English outside the classroom

The question shows the frequency of students use of English language outside classroom 28% of students say they use it all the time as well 28% say that they use it some times ;however 24% use it frequently and 10% rarely use it while 10% never speak English outside classroom. The aim of the question is to discover how much students practice English and whether it is able to speak it out classes or not beside find out the source of students good performance and lack anxiety.

Q 19. Is the use of audio-visual materials (data show, pictures, videos/audios) useful for you to perform better orally?

Table 3.19 Students' responses about whether the use of audio-visual materials (data show, pictures, videos/audios) is useful for them to perform better orally or not

Option	Number	Percentage
a) Yes	18	86%
b) No	3	14%
Total	**21**	**100%**
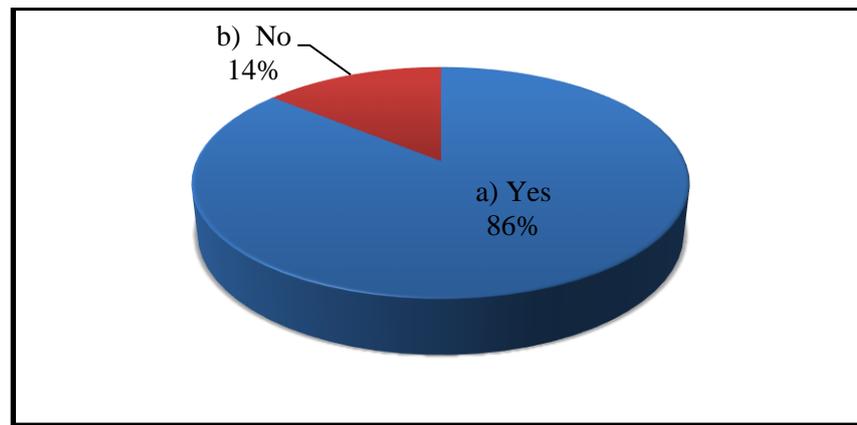
Figure 3.19 Students' responses about whether the use of audio-visual materials (data show, pictures, videos/audios) is useful for them to perform better orally or not

Students' justifications

a) **For 'Yes'**

- Reduce anxiety

- It helps further explain your points

- Because audio visual materials makes the atmosphere less tense as they make students more inspired and engaged within the presentation

- I'm a visual learner, I can learn and memorize better with visual aids

- They help in explaining the ideas I'm trying to talk about

- Language is communication.

- It helps in formulating well-structured ideas, and it's less stressful

- Keeps my interest levels high thus i stay focused longer

- It helps to be organized , and to well send my information to the audience , and to keep attention and focus on the topic

- Videos and audios show the right pronunciation of words which may help others

to correctly articulate their speeches

- It helps me to perform well and decrease my stress

- Maybe when the content is intriguing, that'd motivate me to interact

- Using audio - visual materials helps me when doing a presentation. These materials help to illustrate and facilitate the required topic to the audience through using pictures or examples. Also, Organizing titles and important points makes it easier for me to explain the required information without forgetting any point or title.

- Yea for sure it makes me more creative and confidant because first the students do not focus on me but they focus on the data show in addition to that data show may help me keep the same ideas and check things if i forgot.

- It is very helpful

b) **For 'No'**

- I prefer to present my work without them

The question represent Students' responses about whether the use of audio-visual materials (data show, pictures, videos/audios) is useful for them to perform better orally or not 86% of them say yes and justify that this materials help to explain the idea they talk about and well structured it some are visual learners so it helps them to memorize beside it keep them focus and it present the correct spelling and pronunciation whereas 14% say no and only one justify it by saying he prefer to work without them. The significance of the question is to discover the necessity of teaching materials in oral lectures and how it help students to better achievement. The sub question showed learners justification to the choice 11 students from who choice yes said that use of audio-visual materials help them to be organized,keep interest the topic and creative while 1 student said that he prefer present his work without using it.

Item 20. Do you feel sometimes that you need to use your first language to solve some speaking problems in English?

Table 3.20 Students' responses about whether they feel sometimes that they need to use their first language to solve some speaking problems in English or not

Option	Number	Percentage
a) Yes	18	62%
b) No	3	38%
Total	21	100%
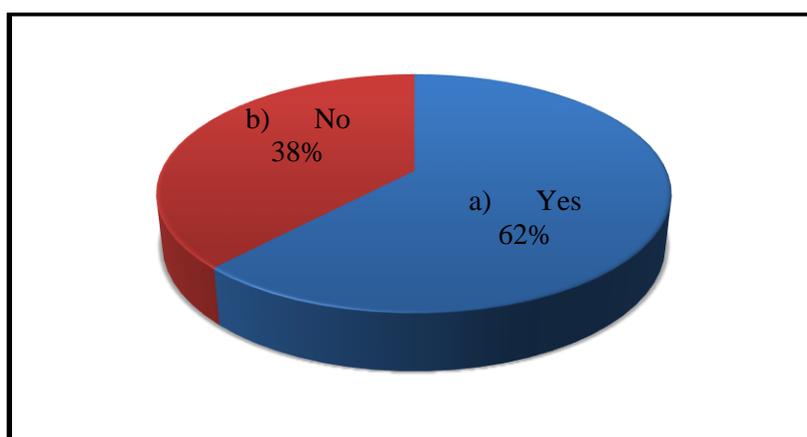
Figure 3.20 Students' responses about whether they feel sometimes that they need to use their first language to solve some speaking problems in English or not

The question represented Students' responses about whether they feel sometimes that they need to use their first language to solve some speaking problems in English or not 62% agree and 38% disagree. This question goal is to define the effect of first language on second language acquisition.

If yes, do you think that this strategy is helpful for reducing speaking anxiety?

Table 3.20.1 The effectiveness of using first language for reducing students' speaking

anxiety

Option	Number	Percentage
a) Yes	8	44%
b) No	10	56%
Total	18	100%
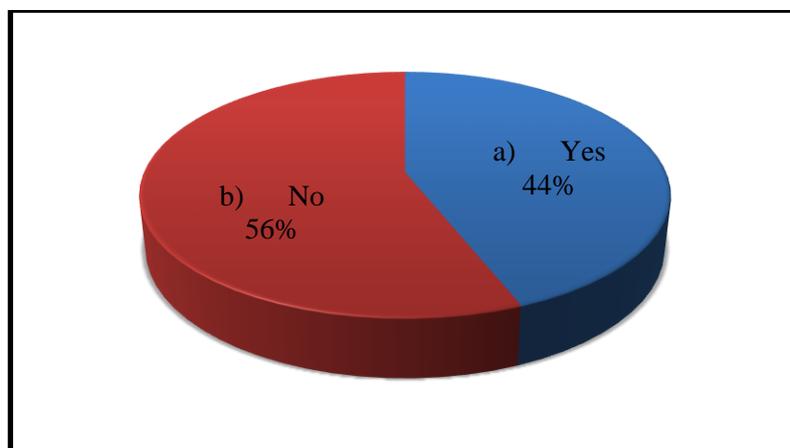
Figure 3.20.1 The effectiveness of using first language for reducing students' speaking

anxiety

 The question showsThe effectiveness of using first language for reducing students'

speaking anxiety the majority of students 56% are disagree with the idea while 44% agree.

This question seek to define if first language help students to reduce and control their

anxiety .

Item 21. Do you prefer mixed gender activities (working in groups containing males and

females)?

Table 3.21 Students' responses about whether they prefer mixed gender activities

(working in groups containing males and females) or not

Option	Number	Percentage
a) Yes	12	57%
b) No	9	43%
Total	**21**	**100%**
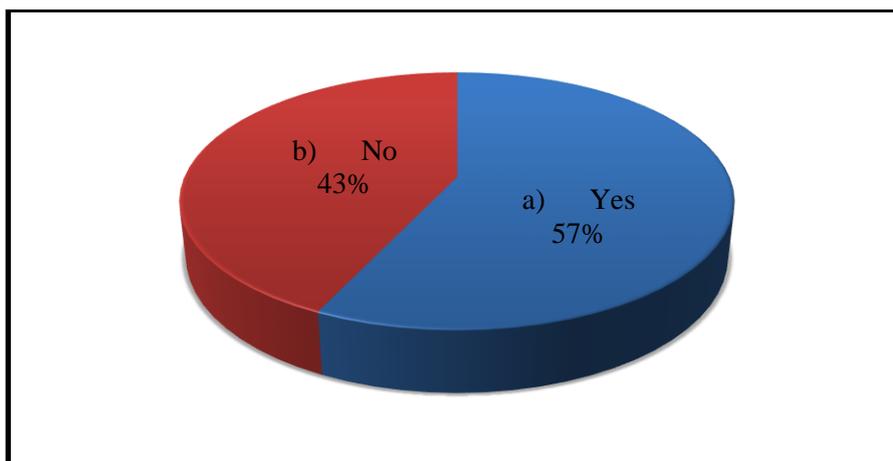
Figure 3.21 Students' responses about whether they prefer mixed gender activities (working in groups containing males and females) or not

Students' justifications

a) **For 'Yes'**

- This strategy will make students more familiar with each other' and may lessen anxiety and low self esteem

- You can learn new things

- Males are usually not active as some girls beside it's food to have both sides ides

- Diversity in dealing with mentalities

- I think it breaks barriers of communication and reduces the level of anxiety.

- Mixed work groups if the females in the groups are already my friends, if not then homo groups are better

- You can hear different point of views as men and women have different mental abilities from each other

- I don't have a problem actually

- I like variation and differences

b) **For 'No'**

- Shyness

- I prefer working only with females to feel more comfortable

- We may not get along

- I actually only prefer individual work

- For me I interact conformably with girls and be more productive that way I prefer Working with girls only

- I do not prefer working with males.

- Males are the source of violence and our misery.

- Whenever I work with such a group , we will go out of the learning requirements

- Sometimes working in mixed gender activities or even with large group with member whom I do not know them very well push me to keep silent most of time even though I have the answer or the information.

The question represents Students' responses about whether they prefer mixed gender activities (working in groups containing males and females) or not 57% of them like this activities and justify that it makes them familiar with each other, they like variation and having different point f view; while 43% do not prefer to work in mixed gender groups due to factors such as shyness ,going out of study subject and felling uncomfortable . The significance of this question is to show the effect of

variety on learners and how gender affect their performance and if it has an affection on earners anxiety. The sub question showed learners justification to their choices where 8 students said that they like mixed gender groups because they get familiar with each other, creat variation, break the bondries between them and they see that males and females are both active.While 2 students said that they prefer individual work and 6 student said that such groups make them shy,less interacting and 1 said that boys make problems.

Q 22. Are you?

Table 3.22 Students' personality trait

Option	Number	Percentage
a) Introvert (self-dependent, and like to work individually)	15	71%
b) Extravert (prefer peer and group work)	6	29%
Total	**21**	**100%**
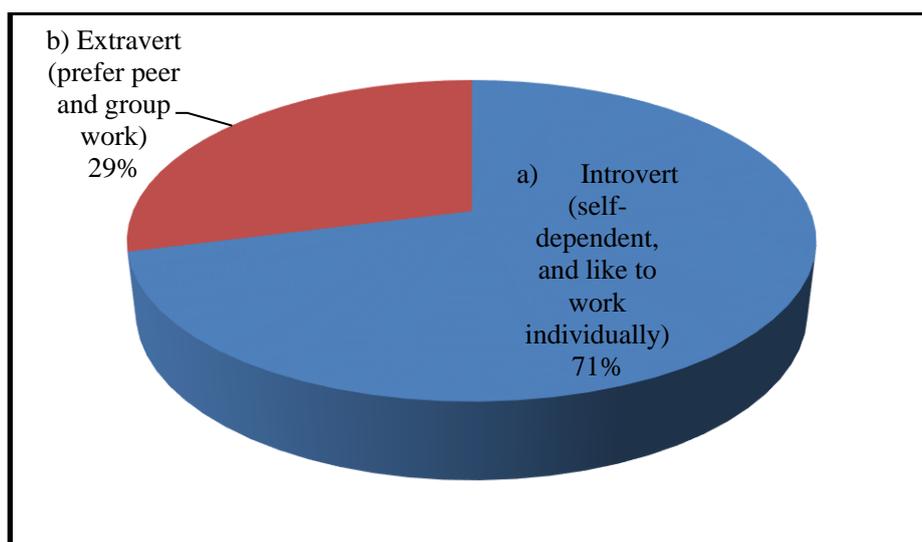
Figure 3.22 Students' personality trait

The question represent students personality trait where 71% are introvert (self-dependent, and like to work individually) and 29% are extravert (prefer peer and group work).this question aim to discover how much learners are personality homogenous.

Q 23. How does your personality affect your Speaking performance in the language class?

- Avoiding people

- Extrovert often like speaking activities in groups while introvert do not

- I am a socially awkward person so I tend to get anxious around people

- It does affect your speaking performance because if you are an introvert you will find it hard to present in front of your classmates even if you know them

- A lot

- I like to speak more often using English inside and outside the class ,so It has never been a problem for me to speak English in the class

- I sometimes sound over confident

- It shapes me as charismatic and easy going

- I like to interact with peers in order to benefit from them and they also benefit from me in terms of knowledge.

- I never speak inside the class so i really don't know its effect

- I have a good personality that enables me to be good at language class , and my performance depends on the work class , if I'm inclined to , my performance will be good but if I have no interest , my performance will be not satisfying

- If one is introvert that may cause a problem of anxiety; however, extroverts are more relaxed in presenting. Ps: some students are in between as they can be introverts and still present a good presentation

- Self-confidence, anxiety, inhibition, self-esteem and risk-taking are all features of personality that may affect my speaking performance either positively or negatively.

- I don't think being an introvert/extrovert affects it, but more like mental illnesses like anxiety. The latter plays a huge role in destroying one's self-esteem.

- I rely on myself only

- My personality needs motivation factor which push me to speak more. In other words, when I find encouragement by the teacher and the attention by of the audience, my speaking performance will be good.

- I am shy so literally its show for everybody that I'm shy and anxious and I don't like that

- I don't speak at the class due to anxiety

The question represent how does students personality affect their Speaking performance in the language class they say that their personality may help them to interact with mates ,strong personality help them to express themselves in class it also affect their self-confidence anxiety ,inhibition and self-esteem. The significance of this question is to see how different personalities can help or make difficulties to them .the sub question showed

3.1.2 Results of teachers questionnaire

Section One: General Information

Q 1: Would you specify your gender, please?

Table 3.23 Gender distribution

Option	Participants	Percentage
a) Male	3	60%
b) Female	2	40%
Total	**5**	**100%**
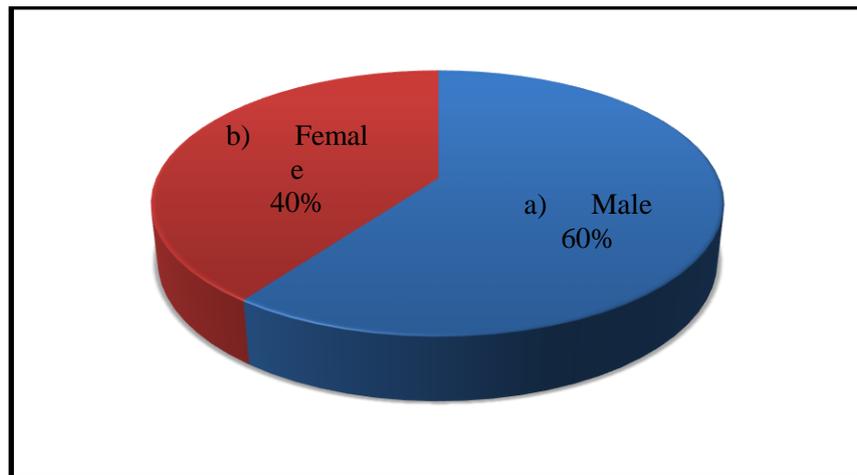
Figure 3.23 Gender distribution

This question shows teachers gender where the majority (60%) males and (40%) females

This question aim to figure out the impact of teacher gender on learners achievement and level of anxiety.

Q 2: Do you prefer teaching oral expression classes?

Table3.24 teachers attitude towards teaching oral expression

Option	Participants	Percentage
a) Yes	5	100%
b) No	0	0%
Total	**5**	**100%**
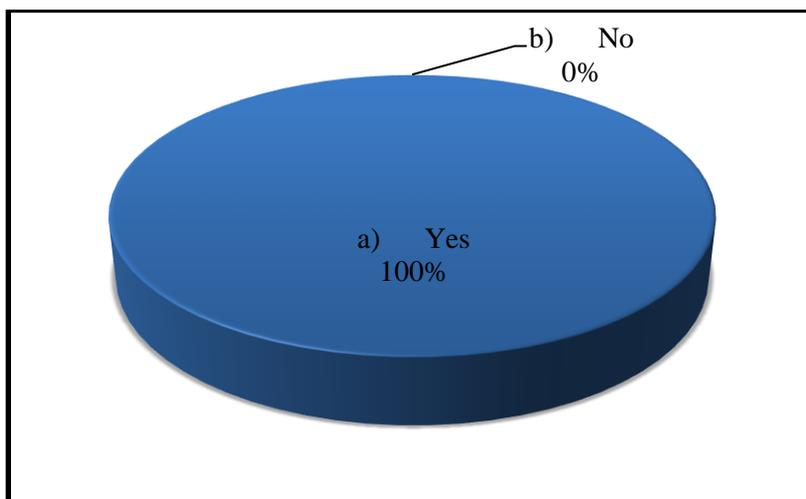
Figure 3.24 teachers attitude towards teaching oral expression

This question shows the teachers position from teaching oral expression classes, all of them declare that they prefer to teach it. The aim of this question is to know whether teachers are motivated to teach or not in relevance to effort in the oral classes.

Q 3: What are the challenges you face in teaching the oral expression course?

Table3.25 the challenges that faced teachers in oral expression course

Option	Participants	Percentage
a) Lack of student's motivation	1	20%
b) Lack of teaching materials	2	40%
c) Lack of student's collaboration and participation	2	40%
Total	**5**	**100%**
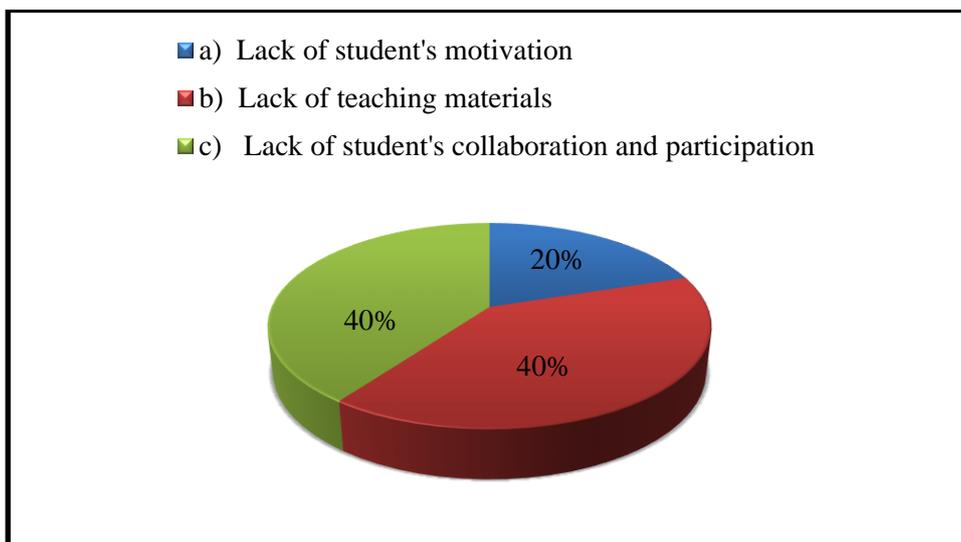
Figure 3.25 the challenges that faced teachers in oral expression course

This question represent the difficulties teachers faced in the oral expression teaching process,(20%) of them suffer from lack of learners motivation while (40%) facing difficulties due to the lack of teaching materials in parallel to (40%) who find problems because of lack of students' collaboration and participating. The aim of this question is to see the causes of problem in oral classes.

Section Two: Learners Oral Performance

Q 4: Do your students get involved in speaking English in the class?

Table 3.26 students collaboration in terms of speaking English in class

Option	Participants	Percentage
a) Yes	4	80%
b) No	1	20%
Total	**5**	**100%**
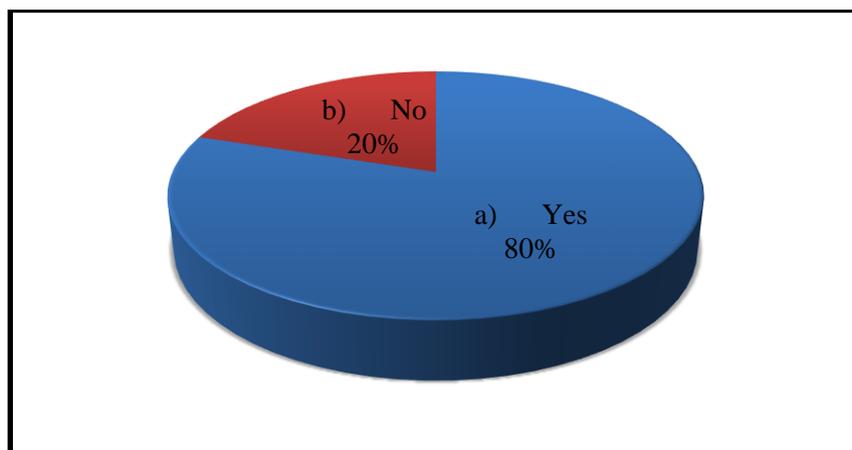
Figure 3.26students collaboration in terms of speaking English in class

In this question we see teachers' evaluation to their students collaboration by speaking English in class, the majority(80%) said that learners collaborate while (20%) said that they do not. The aim of this question is to see the frequency of learners participating inside classroom.

Q5: Do you notice some kind of anxiety in your students while speaking in English?

Table 3.27 teachers observation to learners anxiety while speaking English

Option	Participants	Percentage
a) Yes	5	100%
b) No	0	0%
Total	**5**	**100%**
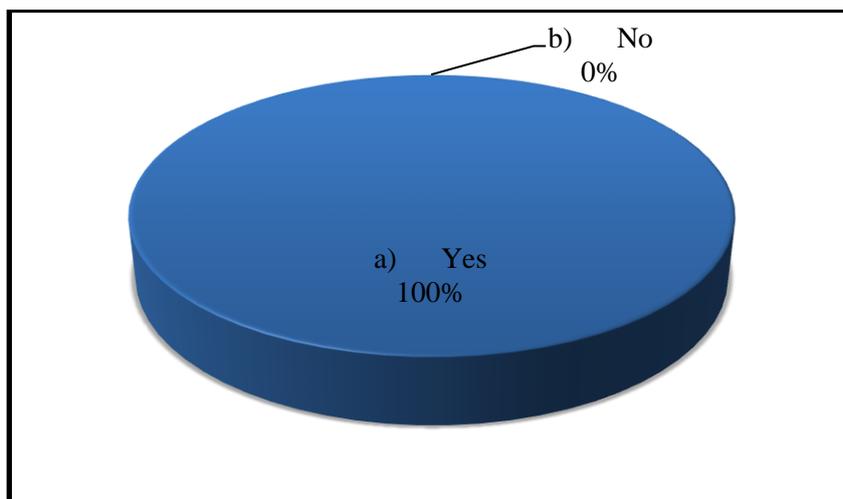
Figure 3.27 teachers observation to learners anxiety while speaking English

This question shows teachers observation to learners anxiety during speaking (100%) said that they notice anxiety. The aim of this question is to know teachers awareness by learners difficulties in oral classes.

Q 6: How do you describe the level of anxiety in the class?

Table 3.28 teacher description to learner anxiety level

Option	Participants	Percentage
a) Medium	4	80%
b) High	1	20%
c) Low	0	0%
Total	**5**	**100%**
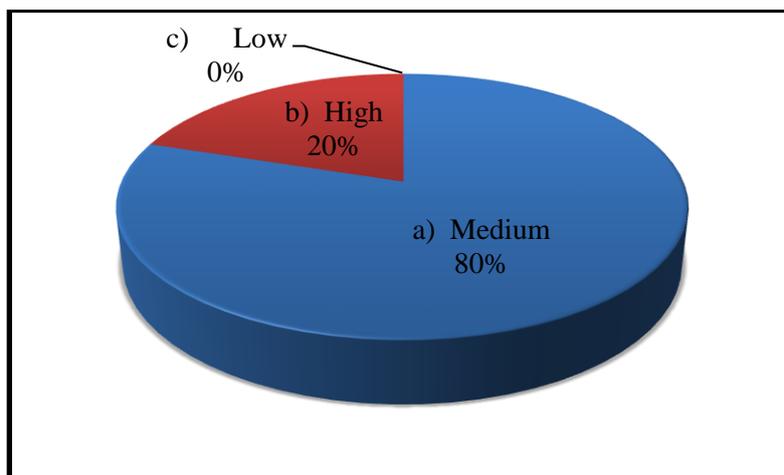
Figure 3.28 teacher description to the level of learner anxiety

This question shows teachers' description to the level of learners anxiety(80%) said that learners anxiety is medium and (20%) said it is high. the aim of this question is to know learners differences and how teachers handle such problems.

Q 7: Do you think that anxiety is related to the speaking skill more than the other skills?

Table 3.29 teachers openion about the relevance of anxiety with speaking skill rather than other skill

Option	Participants	Percentage
a) Yes	4	90%
b) No	1	10%
Total	**5**	**100%**
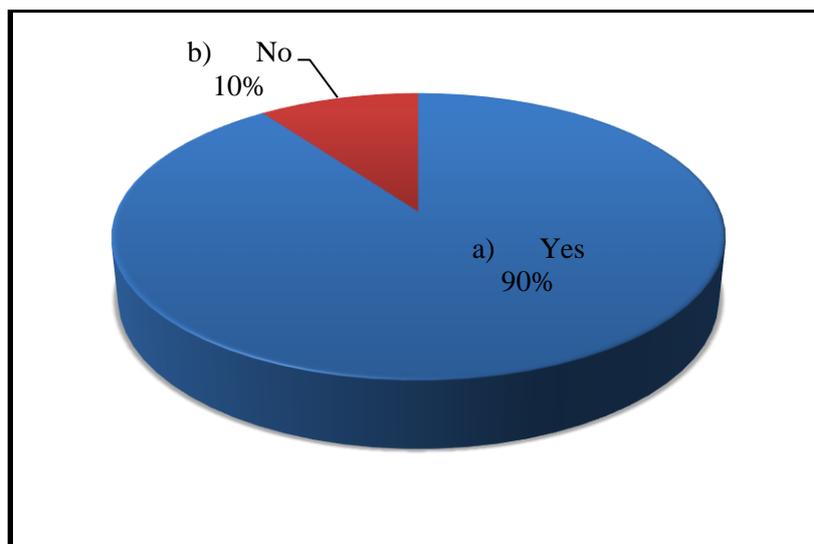
Figure 3.29 teachers opinion about the relevance of anxiety with speaking skill rather than other skill

This question represents the teachers opinion about the relevance of anxiety with speaking skill rather than other skills(90%) of teachers agree with the idea while (10%) disagree. The aim of this question is to know if oral teachers has additional responsibilities due to learners anxiety.

Q 8 : Why do some students feel anxious while speaking in English? Is it because of?

Table 3.30 teachers opinion about the causes of learners speaking anxiety

Option	Participants	Percentage
a) Shyness	0	0%
b) Low of Self-esteem	0	0%
c) Low of confidence	1	20%
d) Fear of making mistakes	0	0%
e) All of them	4	80%
Total	**5**	**100%**
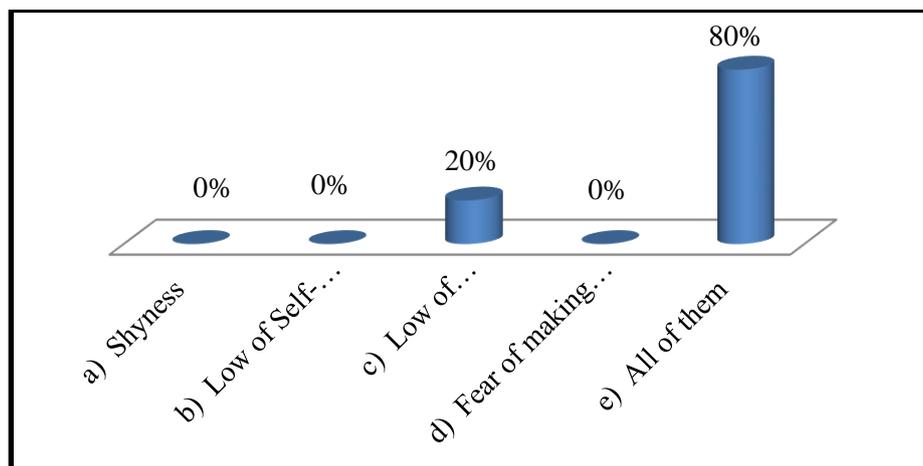
Figure 3.30 teachers opinion about the causes of learners speaking anxiety

This question shows teachers opinion about the causes of learners speaking anxiety,(80%)said it is because shyness, low self-confidence, low self-esteem and fear of making mistakes and (20%) said it is due to low self-confidence.the aim of this question is to know anxiety causes from teachers perspective.

Q 9: According to you, what are the possible sources of these problems?

- Educational and social environment/ teaching methods/ peers judgments

- Family issues, bad experiences (teachers and classmates might laugh)

- Lack of exposure to the target language and lack of practice.

- Lack of practice and guidance. (Response of Two teachers)

This question shows teachers opinion about the possible causes of anxiety problems where teachers suggest some causes like educational and social environment ,the teaching methods ,peers judgments ,bad experiences with lack of practice and guidance. The aim of this question is to know the usual causes of learners anxiety.

CHAPTER THREE   RESULTS DISCUSSION

Q 10: What physical symptoms do you usually notice on anxious learners?

Table 3.31 teachers observation to the usual physical symptoms of anxiety appears on learners

Option	Participants	Percentage
a) Feeling nervous, restless or tense	3	60%
b) Breathing rapidly (hyperventilation)	0	0%
c) Sweating	0	0%
d) Trembling	0	0%
e) Feeling weak or tired	0	0%
f) Having difficulty controlling worry	0	0%
g) Having the urge to avoid participating	2	40%
Total	**5**	**100**
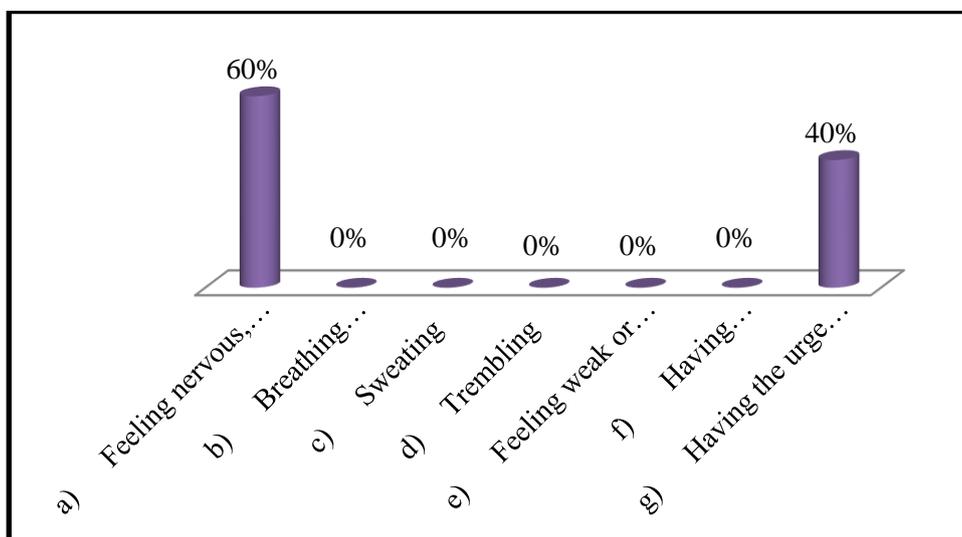
Figure 3.31 teachers observation to the usual physical symptoms of anxiety appears on learners

This question shows teachers observation to the usual physical symptoms of anxiety appears on learners,(60%) said that felling nervous is the major symptom they notice and

(40 %)said that learners having the argue to avoid participating. The aim of this question is

to know how teachers discover learners anxiety to coop with it.

Q 11: In which kind of these speaking activities do your learners feel more

comfortable?

Table 3.32 learners more comfortable speaking activities

Option	Participants	Percentage
a) Role plays	3	60%
b) Free discussions	2	40%
c) Presentations	0	0%
d) Circle talking	0	0%
Total	**5**	**100%**
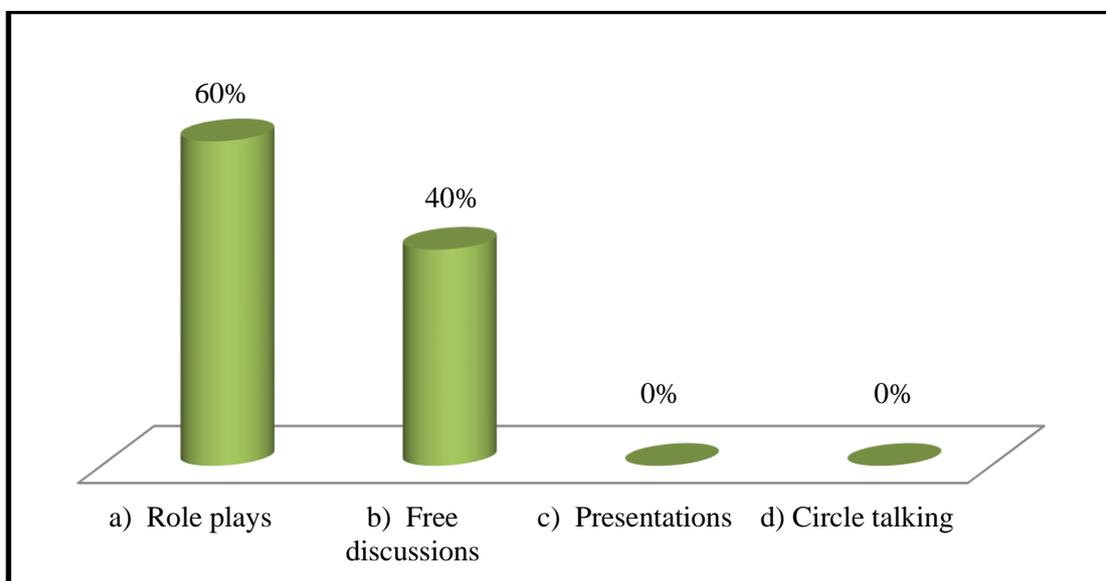
Figure Table 3.32 learners more comfortable speaking activities

This question shows learners more comfortable speaking activities ,(60%) of teachers said

that role play is preferable activity to their students and (40%) said that free discussion is the

comfortable activity for students. The aim of this question is to help teachers in designing

the suitable courses to students.

Q 12: According to Young Dolly Jesusita (1990), the more students practice speaking, the more they feel confident and get rid of anxiety. What do you think?

Table 3.33 teachers openion about the influence of practicing speaking in learners self confidence and reducing anxiety

Option	Participants	Percentage
a) Agree	5	100%
b) Disagree	0	0%
c) Neutral	0	0%
Total	**5**	**100%**
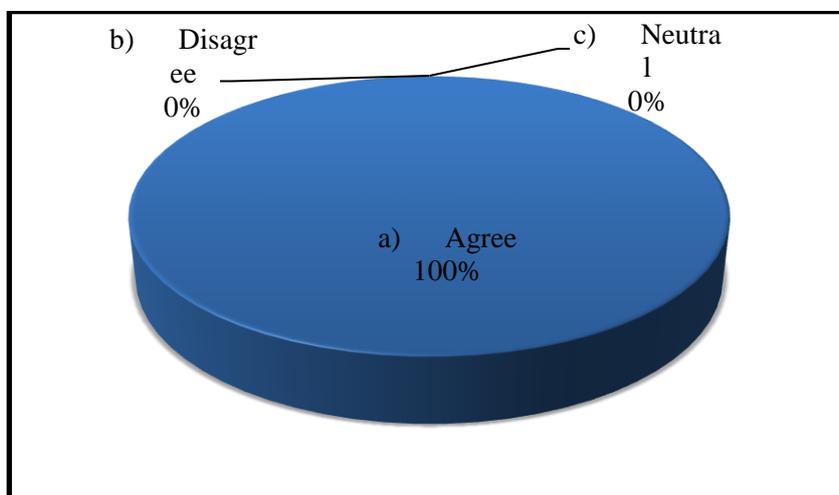
Figure 3.33 teachers opinion about the influence of practicing speaking in learners self confidence and reducing anxiety

This question shows teachers opinion about the influence of practicing speaking in learners self confidence and reducing anxiety all of them agree with the idea. This question aim to figure out some tips to help students reduce anxiety.

CHAPTER THREE   RESULTS DISCUSSION

Section Three: Reducing Students' Oral Performance Anxiety

Q 13: How often do you talk with your students about their learning problems?

Table 3.34 frequency of times that teachers speak with their learners about their problems

Option	Participants	Percentage
a) Yes	4	80%
b) No	1	20%
Total	**5**	**100%**
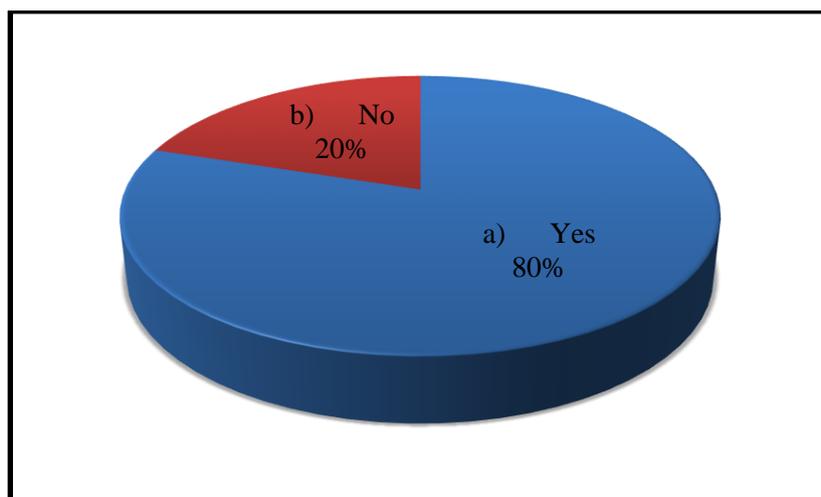
Figure Table 3.34 frequency of times that teachers speak with their learners about their problems

This question shows frequency of times that teachers speak with their learners about their problems the majority of teachers (80%) said that do while (20%) don't speak. the aim of this question is to impact of teachers/learners interaction.

Q14: Do you think that varying speaking activities would help your students feel more willing to participate?

Table 3.35 teacher opinion about the effect of varying speaking activities on students well participating

Option	Participants	Percentage
a) Yes	3	60%
b) No	0	0%
c) Sometimes	2	40%
Total	**5**	**100%**
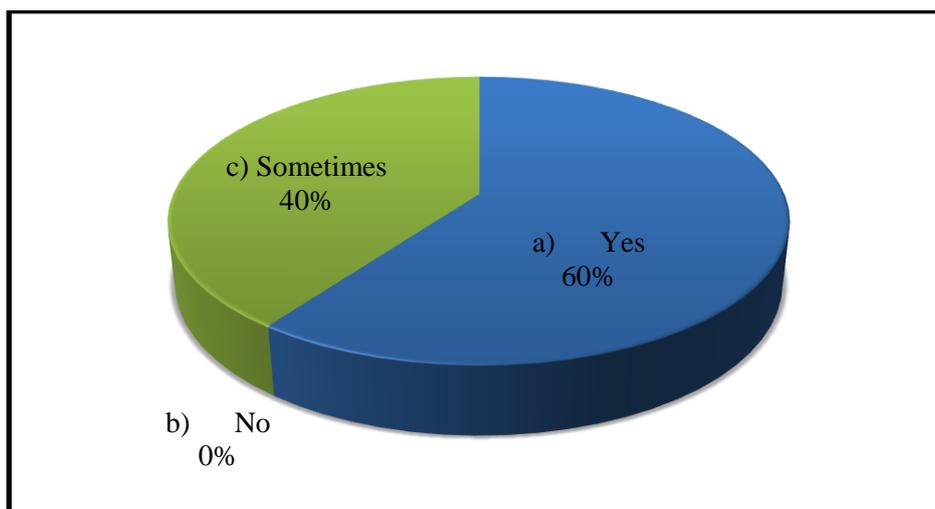
Figure 3.35 teacher opinion about the effect of varying speaking activities on students well participating

This question represent teacher opinion about the effect of varying speaking activities on students well participating, (60%) said yes it has an impact; however (40%) said that it has no mpact.

Q15: Could you suggest other solutions to help students overcome their anxiety while speaking?

- Teacher's friendly way of teaching / discussing these problems together with the teacher/ peers' support and encouragement.

- Preparing the topic before coming to the class

- In addition to group work activities, students should experience some outdoor activities such as visiting some places like theatre or museum..etc so that

- Students should be encouraged to do more projects and extensive reading. They must work with peers and ask guidance from the teachers to overcome

- Be imposed to more English and practice

Teachers suggest some solution for overcome students anxiety from their perspective, they saw that the soft ways of teaching and the discussion of the problems with learners is helpful. The concentrated work inside/outside classroom is a solution. The aim of this question is to come with a useful method to teach language.

3.1.3 Results of Classroom Observation

In order to support the findings of our study, we attended to conduct a classroom observation in 3rd year oral expression class at Biskra University.

3.1.3.1 Classroom atmosphere: it was observed that students were comfortable. The teacher prepared the atmosphere by making casual discussions with them and afforded data shows and other teaching materials to help them in the presentations.

3.1.3.2 Students Preparation of the Lecture: the majority of students were preparing their presentations. Some of them tended to write notes on papers while others used data show, pictures and other assistant tools. This preparation helped them in terms of raising their self-confidence, reducing anxiety and organizing their ideas, however; students who have not

prepared previously were avoiding participating and had more problems of fluency and organization.

3.1.3.3. Grammar and Pronunciation: the majority of students made grammar mistakes and tended to mispronounce some words which proves that they do not master grammar rules and have phonetics problems. Therefore, they couldn't correct themselves as they were only corrected by their teachers.

3.1.3.4. Speaking Anxiety among Students: during the presentations, all students were anxious, but differ in their degree of anxiety.

3.1.3.5. Aspects of Anxiety: students were stutter, holding hands, blurred freshness, lost ideas, repeating the idea several times and lost words.

3.1.3.6. Effect of Anxiety on Oral Performance: students' performance was assumed to be affected by anxiety so their ideas were mixed and sometimes unorganized, other times they totally forget ideas and then recapitulate them later beside the physical aspects mentioned previously.

3.1.3.7. Methods used to reduce anxiety: the relationship between students in the classroom was helping them to avoid anxiety beside well preparation of the lecture in addition to the use of technology and materials. Moreover, the kind of topic suggested was helpful to make learners speak freely.

3.1.3.8. Classroom Interaction and Evaluation: students interaction with each other was supporting for them when receiving positive feedback; however, their anxiety raised when the feedback is negative. Furthermore, it was observed that anxiety among students raise when they are directly evaluated by the teacher when they must score better.

Discussion of the Findings

To recapitulate the main objectives of this study is to identify the difficulties that students face because of anxiety and to recognize the causes of anxiety besides discovering the aspects of anxiety which appears on learners. The study explored some effects of anxiety on learners' oral performance inside the oral classroom that is considered the place where students can express themselves, interact with their peers, do various tasks and achieve certain learning goals.

In the beginning, it was noticed that the number of female students exceeded the number of males due to some social factors among which the view of society to language classes, especially for males where they feel it is more feminine specialty in addition to the limited area of work in our country regarding English as the second foreign language. Moreover, females manifested more interest in languages. Yet, all the learners chose to study English language personally with exception of 1% of the sample that was imposed. Thus, we understand that the interest to study English is present in language classes.

In addition, learners' level of English was approximate between intermediate and advanced. We noticed that group members are homogeneous and we suppose that they motivate each other even if unintentionally through competition. Regarding the speaking skill in oral classes, there was full agreement on the necessity of practice with desire to achieve fluency. Learners strongly believe that the goal from learning language is to speak it; however, learner participation in oral classes is ranging between participating sometimes and often which is not sufficient to master the language and correct some mistakes which may be fossilized from high school in relation to the limited sessions of oral classes.

Learners face difficulties of speaking in the oral class because of the non helpful atmosphere whether the lack of encouragement on the part of teachers or non interest of classmates in the topic. We suppose that there is a strong relationship between teachers'

encouragement and learners' learning attitudes. This can help in avoiding anxiety and soften the atmosphere. Teacher preparation of the class before lecturing and the choice of topics also play a great role in the process in addition to the selection of activities that can also affect learners' oral performance. According to learners' questionnaire, the majority of students prefer free discussion where they feel free to speak with no need for preparation and precise organization of their ideas, that can eliminate their anxiety and make evaluation less strict. They were also found to prefer language games because it is funny and create interaction between them and help for relaxation and this can reduce anxiety. However they seemed to less prefer role plays as they eliminate their freedom, make them more anxious and they fear of negative evaluation.

On the other hand, learners feel anxious because of inner feelings of fear and lack of self confidence and self esteem as well as the lack of grammar mastery and lack of vocabulary due to the absence of reading and cultural knowledge as well as insufficiency of lectures. Moreover, we noticed that lack of preparation raises students' anxiety because of lack of self confidence and fear from questions which they have no answers for while few number of students showed fear from being the focus of attention because they are shy or introvert by nature. This factor may result in huge problems to student where they feel uncomfortable and avoid participating in the oral class. Therefore, their achievement was negatively affected, they kept doing same basic mistakes and their speaking level kept in the same scale that was developing too slow in addition to the low marks they got in oral expression classes. Even if they assumed that they use English frequently outside classroom, it remained non standard because it is used without expert guiding, and even though they like to speak in small groups with friends, they prefer not speak in front of large number of audience or even voluntarily .

This can be the consequence to the effect of learners' personality. According to the questionnaire of students, most students said they are introverts who prefer to work

individually and self dependent; however, few of them are extrovert who prefer group or peer work. this fact led us to suggest that personal traits of the learner can also determine their type of motivation depending on the type of activities and learning settings and situations they prefer. This inspired the researchers to develop a theory of mixed activities that can affect learners' performance. In this study, we found that more than half of students prefer mixed activities, they find it workable and motivating due to the competition it creates while the rest of them refused to work in such groups because they pointed out that it makes them more anxious, shy and uncomfortable.

It was also found that learners and teachers have strategies to face these problems like using technology because it helps to organize ideas, so learners do not forget it beside cutch up mates attention so there will be an interaction so participant motivated and relaxed beside teachers efforts to make an comfortable classroom mood by make kind of relation with learners, making introduction before starting lecturing and give opportunities to learners to perform better taking in consideration conditioning activities and topics according to earners interests.

Regarding teachers questionnaire, we figured out that teachers gender have no affect on learners performance, all of them get their students involved in the lecture besides their interest in teaching oral classes where they have space to be creative beside the energetic character of it. However, they sometimes lose passion when students lack collaboration. This cause teachers to feel depressed, especially while teaching materials are unavailable so the activities they suggest cannot be applied and still repeating same activities each time. This affects learners' motivation and makes them less collaborative with teachers who notice the anxiety on learners while performing. Teachers evaluate that anxiety as medium at most of times and high in other times. The majority of teachers also agree that speaking skill causes more anxiety than the other skills because it needs high abilities and concentration in addition to mastering many linguistic competences. This skill also requires

more features than other skills like strong presence, organized thoughts, good look , correct pronunciation and fluency beside the flow and coherence of ideas with firmness without showing stress. All these put more pressure on the participant and make them anxious.

Furthermore, teachers' questionnaire showed that students are suffering from combination of stress feeling make them anxious, like shyness, low self confidence, low self esteem, and fear from making mistaking because of the desire to speak the language perfectly and to be excellent in class to achieve high marks beside high expectation of the student in term of his speaking level in some cases. Teachers generally agree that the source of anxiety is the lack of practice, consequently, learners have no experience so they face two kinds of anxiety. One comes from fear of public speaking and the other came from the lack of language mastery. Therefore, teachers are aware of the physical symptoms of anxiety that appear on the learner, so they can step into helping them reducing anxiety and recapitulating their ideas. Therefore, teachers prefer to prepare free discussion activities and role plays to help learner interact with less stress and more motivation. Teachers believe that the only way to learn speaking is to practice so they try to encourage their students speak frequently about their problems in the oral classes and find solutions for them. Hence, the majority of teachers prefer to teach using group work method because they noticed that learners become less anxious when working in groups. They also suggested to use friendly methods to teach and making reading group where teachers and learners being members in and making discussions where they speak English regularly.

According to the observation, we found similar results to the two questionnaire results. Students' personality was affecting their interaction with classmates. The introverts were less interacting comparing to extroverts who were more active and evolving easily into the lecture; however the classroom atmosphere was another factor affecting their performance. Learners who had a relationship with majority of classmates were less anxious and more self confident. They also voluntary make the presentation whoever others who were social

distinct was less active showed more anxiety and obliged to present their works because it was their test. In addition, we did not observe a difference between males and females as much as we see it in difference of personalities and the linguistic abilities beside the preparation of the presentation. Learners who use a creative ideas or technology (data show) were more self confident and better oral performers. Therefore, we suppose that the more learner being expert the more he being creative and confident but still making grammar mistakes with mispronunciation for some words without attention.

Furthermore, Anxiety was observed on learners through some physical symptoms they holding hands and moving them randomly and have no eye contact with classmates. They were stutter, and they were facing problems in fluency and organization of the ideas because of anxiety . In few cases, learners give arguments and excuses to delay the performance due to the lack of preparation and anxiety.

Synthesis of the findings

 In this section, we aim to restate the major finding of the fieldwork and find answers to the questions which we have already suggested in the beginning of the study by collecting the findings of the both teachers and students questionnaire in addition to the observation.

First, the objective of the study is to investigate the effects of anxiety on learners speaking performance in English oral classes. Therefore, we seek to identify the difficulties that learners face in this class because of anxiety. After collecting data through questionnaires and classroom observation, we found out that anxiety affects learners speaking negatively most of the time when it is manifested with high degree; whoever, it can be positive and motivate learners if it was medium or less. Anxiety makes learners avoiding participating; therefore, their speaking ability cannot develop and that deeply affects performance in the most essential skills of language. Learners know well that the

ultimate aim of learning language is to communicate by speaking, and the appearance of anxiety usually makes learners fail in achieving the desired results they look for even if their abilities and level is good.

Second, oral classes cannot be free from anxiety even when learners are excellent with high self confidence. They show anxiety with different degrees with various physical symptoms like holding hands, stutter as noticed with a large number of them, and it can develop under certain conditions like low of self confidence and self esteem, lack of vocabulary and lack of grammar rules mastery. This may cause fear where learners tend to become isolated from the rest of the class showing lack of interaction with classmates and feeling of non belonging to the small society and thus avoiding participation.

Finally, in our fieldwork, we tried to reveal the main causes of anxiety in the oral classes. We figured out that most causes of anxiety are due to psychological factors such as personality, self confidence, self esteem, fear of public peaking, fear of making mistakes, fear of being the center of attention, fear of judgment, and lack of motivation. Some other factors o terms of linguistic competence were also revealed like the lack of vocabulary, unawareness of grammar rules and of lack of language practice. Students in the oral classes need to be motivated and to solve these problems due to the importance and necessity of this class in the study of language.

 Conclusion

In this chapter we stated the field work (teachers questionnaire, students questionnaire and the observation) we tried to analyze the finding according to previous knowledge from the literature review moreover to discuss this findings and relate the finding of the three data collection methods together to ensure the validity of them

General Conclusion

GENERAL CONCLUSION

General Conclusion

To reiterate, the problem discussed in this study was based on that learners are suffering in oral classes because of anxiety, there is no doubt that speaking skill is more important than other skills and more anxious practice for learners. Hence, fluent speaking is still the major goal of foreign language learning with that importance. Learners find themselves in front of challenge to improve and develop their speaking as fast as it is possible.

In ordre to help learners in reducing speaking anxiety, we try to discover the effects of anxiety on learners performance through identifying the difficulties resulted from anxiety which may hinder learners' speaking progress. We figured out that anxiety strongly affects learners through isolating them, raising their feelings of fear from speaking and push them to not participate, thus, learners' speaking cannot develop. Additionally, we aim to find out the possible causes of learners anxiety which are principally psychological causes like learners personality, learners' style of learning and less affecting learners gender or social causes as social background ideas. Finally, we select some aspects that indicate learners anxiety such as avoidance, lack of participation and fluency complications.

At last hope that study have the sufficient answer to research question and can help researchers to develop new methods and useful ways to enhance learners speaking.

Limitations of the study

This research study tends to find out the impact of anxiety on EFL learners speaking skill in the oral classes. However, the limitation of the study can be represented in some issues such as non collaboration of the director of health when we try to make an interview with some psychologists. This limitation obliged us to choose another data collection tool in addition to the circumstances of covid19 spread beside the limitation of time and lack of collaboration of teachers who apologized for not answering the questionnaire.

GENERAL CONCLUSION

Pedagogical implications

For administration

.There is a need to reduce the number of students inside classroom to help students participate as much as it is possible

. Administration is recommended to provide high technology equipped halls especially for oral classes

. Administration may need to create reading classes leading by teachers where learners read and discuss different books and articles which interest them so they collect a rich vocabulary in different specialties to not still stuck in the same vocabulary which related to the division they study.

. Administration has to raise the number of oral expression sessions, so that it becomes sufficient   for improving learners speaking skill.

FOR TEACHERS

. Teachers are recommended to use different teaching methods and activities to get different style learners involves in the courses

.Teachers may need to choose the courses topics   according to their learners' interests.

For learners

. Learners are recommended not to be satisfied by lectures only, but they have to practice outside classroom and read as much as they could.

For researchers

We recommend future researchers to conduct further research on the effects of social and psychological background on language learning (learners styles, gender).

Bibliography

Abda, K. (2017). Assessing the Factors That Affect Teaching Speaking Skills: The Case of

    Robe Teachers' College, English Department Second Year Students. *International*

    Journal of Humanities & Social Science Studies, *3*(5), 285-299. Retrieved from:

    https://www.academia.edu/download/61222401/1115-149147987520191114-82879-

    sb9g2z.pdf

Aboud, M., &Maamouri, H. (2017). Investigating the effect of anxiety on students' oral

    performance. Retrieved from: http://bib.univ-

    oeb.dz:8080/jspui/bitstream/123456789/3862/1/Memoire%20%281%29.pdf

Achbi, K.,&Sebaa, F.Z . (2012). *Enhancing Foreign Language Students' Speaking*

    Performance through Overcoming Anxiety (Master's thesis). Retrieved from:

    http://archives.univ-biskra.dz/bitstream/123456789/4507/1/desseration.pdf

Adwas, A. A., Jbireal, J. M., &Azab, A. E. (2019). Anxiety: Insights into Signs, Symptoms,

    Etiology, Pathophysiology, and Treatment. *East African Scholars Journal of Medical*

    Sciences, *2*(10), 580-591.Retrieved from:

    https://avys.omu.edu.tr/storage/app/public/haticek/139566/Anxiety.pdf

Akram, M., & Ghani, M. (2013). Gender and language learning motivation. *Academic*

    Research International, *4*(2), 536. Retrieved from:

    https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1084.5445&rep=rep1&type

    =pdf

Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. *International*

    Journal on Studies in English Language and Literature (IJSELL), *2*(6), 22-30. Retrieved

    from:

    http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.682.9417&rep=rep1&type=pdf

Aleksandrzak, M. (2011). Problems and challenges in teaching and learning speaking at

advanced level. Retrieved from:

https://repozytorium.amu.edu.pl/bitstream/10593/1680/1/Aleksandrzak.pdf

Asysyfa, A., Handyani, A. M., &Rizkiani, S. (July 04, 2019). Students' Speaking Anxiety in

EFL Classroom. *Project (professional Journal of English Education), 2,* 4,

581.retrieved from:

https://www.researchgate.net/publication/337255817_Students'_Speaking_Anxiety_in_

EFL_Classroom/fulltext/5dcd63694585156b35119d61/Students-Speaking-Anxiety-in-

EFL-Classroom.pdf

Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom

anxiety and its relationship with students achievement. *Journal of College Teaching &*

Learning (TLC), *7*(11). Retrieved from:

https://clutejournals.com/index.php/TLC/article/download/249/239

Balemir, S. H. (2009). *The sources of foreign language speaking anxiety and the relationship*

between proficiency level and degree of foreign language speaking anxiety (Doctoral

dissertation, Bilkent University). Retrieved from :

http://repository.bilkent.edu.tr/bitstream/handle/11693/14917/0003883.pdf?sequence=1

Basic, L. (2011). Speaking anxiety: an obstacle to second language learning?. Retrieved

from: https://www.diva-portal.org/smash/get/diva2:453921/FULLTEXT01.pdf

Bauchot, R. (2010, April 1). Le Chien de Pavlov et la naissance de l'étudescientifique de la

me... Retrieved from https://journals.openedition.org/bibnum/604

Burkart, G. S., & Educational Resources Information Center (U.S.). (1998). *Spoken language:*

What it is and how to teach it. Washington, DC: Center for Applied Linguistics.

Bygate, M. (1987). *Speaking*. Oxford university press. Retrieved from:

http://www4.ujaen.es/~gluque/speakingweb.pdf

Chan, E. (2001). Improving student performance by reducing anxiety. *Positive Pedagogy: successful and innovative strategies in higher education*, *1*(3), 1-4. Retrieved from: https://www.stlhe.ca/wp-content/uploads/2011/06/Improving-Student-Performance-by-Reducing-Anxiety1.pdf

Chenchouni, N. (2016). *The Effect of Anxiety on the English as a Foreign Language Learners' Oral Performance A Case of Third Year LMD Students at Mohammed Kheider the University of Biskra* (Doctoral dissertation). Retrieved from : http://archives.univ-biskra.dz/bitstream/123456789/8679/1/a105.pdf

Cherif, A. H., &Somervill, C. H. (1995). Maximizing learning: using role playing in the classroom. *The American Biology Teacher*, 28-33. Retrieved from: https://www.researchgate.net/publication/303450119_Maximizing_Learning_Using_Role_Playing_in_the_Classroom

Chesler, M., & Fox, R. (1966). Role-playing methods in the classroom. Retrieved from: https://files.eric.ed.gov/fulltext/ED075276.pdf

Classroom discussions. (n.d.). Retrieved from https://tltc.umd.edu/classroom-discussions

Coco, H. B. (1971). *The relationship between trait and state anxiety and a projective personality test*. Louisiana State University and Agricultural & Mechanical College. Retrieved from: https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=3039&context=gradschool_disstheses

Crozier, W. R. (2013). *Individual learners: Personality differences in education*. Routledge. Retrieved from: https://www.taylorfrancis.com/books/mono/10.4324/9780203130988/individual-learners-ray-crozier

Dombeck, M., Zupanick, C. E., Neziroglu, F., Khemlani-Patel, S., Santos, M. T.,

&Jacofsky, M. D. (n.d.). Paired association and classical conditioning. Retrieved from

https://www.gracepointwellness.org/1-anxiety-disorders/article/38478-paired-

association-and-classical-conditioning

Ehmke, R. (2021, May 18). Anxiety in the classroom. Retrieved from

https://childmind.org/article/classroom-anxiety-in-

children/#:~:text=Anxiety%20can%20manifest%20in%20physical,and%20being%20o

ut%20of%20breath

Ernst, G. (1994). "Talking circle": Conversation and negotiation in the ESL

classroom. *TESOL quarterly*, *28*(2), 293-322. Retrieved from:

https://www.researchgate.net/profile/Gisela-Ernst-

Slavit/publication/260354349_Talking_Circle_Conversation_and_Negotiation_in_the_

ESL_Classroom/links/56bd261108aed695994624e2/Talking-Circle-Conversation-and-

Negotiation-in-the-ESL-Classroom.pdf

Fallows, S., & Steven, C. (2000). Building employability skills into the higher education

curriculum: a university-wide initiative. *Education+ training*. Retrieved from:

https://www.emerald.com/insight/content/doi/10.1108/00400910010331620/full/html

Harmer, J. (2001). *The practice of English language teaching*. Harlow: Longman.

Hashemi, M. (2011). Language stress and anxiety among the English language

learners. *Procedia-Social and Behavioral Sciences*, *30*, 1811-1816. Retrieved from:

https://www.sciencedirect.com/science/article/pii/S1877042811021744/pdf?md5=f97e

d4ab58ea78db051d6418c90abc13&pid=1-s2.0-S1877042811021744-main.pdf

Hashempour, S., &Mehrad, A. (2014). The effect of anxiety and emotional intelligence on

students' learning process. *Journal of Education & Social Policy*, *1*(2), 115-122.

Retrieved from: http://www.jespnet.com/journals/Vol_1_No_2_December_2014/16.pdf

Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: OUP

Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106). Oxford, UK:
Oxford university press. Retrieved from:

http://www.oup.hu/THedge_TeachingandLearning.pdf

Horwitz, E. K., & Young, D. J. (1991). *Language anxiety: From theory and research to
classroom implications*. Prentice Hall.

Hughes, R. (2002). Teaching and Researching Speaking Rebecca Hughes. *Applied Linguistics
in Action Series [edited by CN Candlin, DR Hall].–Hong Kong: Pearson Education*.
Retrieved from:

https://vulms.vu.edu.pk/Courses/ENG514/Downloads/Rebecca%20Hughes.Teaching%
20and%20Researching%20Speaking.pdf

Hussain, S. Teaching Speaking Skills in Communication Classroom. Retrieved from:

https://www.researchgate.net/profile/Shafaat-
Hussain/publication/325650985_Teaching_Speaking_Skills_in_Communication_Class
room/links/5b6ce94392851ca65053e7c7/Teaching-Speaking-Skills-in-Communication-
Classroom.pdf

Iqbal, A., & Ajmal, A. (2018). Fear of negative evaluation and social anxiety in young
adults. *Peshawar Journal of Psychology and Behavioral Sciences (PJPBS)*, *4*(1), 45-
53. Retrieved from: https://www.pjpbsicp.com/index.php/pjpbs/article/download/31/12

Jin, Y., &Jin, Yinxing. (2016). *Foreign language classroom anxiety:A study of Chinese
university students of Japanese and English over time*. University of
Groningen.Retrieved from:

https://pure.rug.nl/ws/portalfiles/portal/27869404/Chapter_1.pdf

Kandel, E. R. (1983). From metapsychology to molecular biology: Explorations into the nature of anxiety. *American Journal of Psychiatry*, *140*(10), 1277-1293. Retrieved from: https://www.researchgate.net/profile/Jeff-Clements-3/post/Does-anyone-know-how-to-non-invasively-measure-anxiety-in-a-marine-invertebrate/attachment/59d62a70c49f478072e9cf70/AS%3A272542235856896%401441990540674/download/Kandel+1983.pdf

Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association. Retrieved from: http://www.indigenouspsych.org/Members/Churchill,%20Scott/Churchill%20-%20Encyclopedia%20Articles%20Phenom.pdf

King, J. (2002). Preparing EFL learners for oral presentations. The internet TESL journal, 8 (3). Retrieved from: http://iteslj.org/Lessons/King-PublicSpeaking.html

Liu, D. (2004). EFL proficiency, gender and language learning strategy use among a group of Chinese technological institute English majors. *ARECLS e-Journal*, *1*(5). Retrieved from: https://research.ncl.ac.uk/media/sites/researchwebsites/arecls/Dongyue.htm

Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, *2011*. Retrieved from: https://www.hindawi.com/journals/edu/2011/493167/abs/

MacIntyre, P., &Gregersen, T. (2012). Affect: The role of language anxiety and other emotions in language learning. In *Psychology for language learning* (pp. 103-118). Palgrave Macmillan, London. Retrieved from : https://link.springer.com/chapter/10.1057/9781137032829_8

Maina, G., Mauri, M., & Rossi, A. (2016). Anxiety and depression.. Retrieved from: https://iris.unito.it/bitstream/2318/1634557/1/04_Mauri-Maina-Rossi-1.pdf

Mardani, M., &Jahanbazian, T. (2015). A Study into the Effects of Competitive Team-Based Learning and'LearningTogether'on the Oral Performance of Intermediate EFL Learners. *Research in English Language Pedagogy*, *3*(1), 60-73. Retrieved from : http://relp.khuisf.ac.ir/article_533624_3a87dbba748748e68ba1f08bc20cd106.pdf

Mark B. Powers, Maarten ZumVördeSiveVörding, Carlijn Sanders, & Paul Emmelkamp. (2016). The Nature and Causes of Anxiety and Panic. Retrieved from http://drkevinchapman.com/wp-content/uploads/2016/12/Powers_NatureCausesPanic.pdf

Mazouzi, M. S. (2013). *Analysis of some factors affecting learners' oral performance* (Master's thesis). Retrieved from: http://archives.univ-biskra.dz/bitstream/123456789/4772/1/PEOPLE1.pdf

Mcleod, S. (2007, February 5). Classical conditioning. Retrieved from https://www.simplypsychology.org/classical-conditioning.html

MESSAI, S. (2016). *The Impact of Anxiety on EFL Students' Oral Performance The Case of Study Third Year EFL Students of Khenchela University* (Doctoral dissertation). Retrieved from: http://archives.univ-biskra.dz/bitstream/123456789/8629/1/a55.pdf

Moss, Donald. PSYCHOLOGICAL PERSPECTIVES ANXIETY DISORDERS. Retrieved from:https://www.researchgate.net/profile/Donald-Moss/publication/259560188_Psychological_perspectives_Anxiety_disorders_Identification_and_intervention/links/0deec52c7a61f01272000000/Psychological-perspectives-Anxiety-disorders-Identification-and-intervention.pdf

Ochoa, C., Cabrera, P., Quiñónez, A., Castillo, L., & González, P. (2016). The effect of communicative activities on efl learners' motivation: a case of students in the amazon region of ecuador. *Colombian Applied Linguistics Journal*, *18*(2), 39-48. Retrieved

from: http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-46412016000200004

Oteir, I. N., & Al-Otaibi, A. N. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal*, *10*(3), 309-317. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1271725.pdf

OUNISSI, B. (2019). Investigating The psycho-social Factors Responsible for EFL Learners' Underachievement in Speaking A Case of First Year LMD Students of English at Mohamed Kheider University of Biskra. Retrieved from: http://archives.univ-biskra.dz/bitstream/123456789/15197/1/Investigating%20The%20psycho-social%20Factors%20Responsible%20for.pdf

Psychoanalysis :Theory Of Anxiety And Affects. (n.d.). Retrieved from https://science.jrank.org/pages/10905/Psychoanalysis-Theory-Anxiety-Affects.html#:~:text=In%20this%20new%20theory%2C%20Freud,setting%20in%20motion%20defensive%20processes

Putwain, D. W. (2008). Examination stress and test anxiety. *Psychologist*, *21*(12), 1026-1029. Retrieved from : http://researchonline.ljmu.ac.uk/id/eprint/11009/3/The_Psychologist_article_FINAL_VERSION.pdf

Ranđelović, K. M., &Željeskov-Đorić, J. D. (2017). Fear of negative evaluation and social anxiety in the context of the revised reinforcement sensitivity theory. *ZbornikradovaFilozofskogfakulteta u Prištini*, (47-3), 239-259. Retrieved from: https://scindeks-clanci.ceon.rs/data/pdf/0354-3293/2017/0354-32931703239R.pdf

Rathod, N. (2012, February 28). Social factors in second language acquisition. Retrieved from https://omjaeducation.wordpress.com/2012/02/20/social-factors-in-second-language-acquisition/

REDJEB, R. *An Investigation into Learners' Speaking Performance through an Evaluation of their Speaking Assessment Practices: The Case of Second Year Students of English at Biskra University* (Doctoral dissertation). Retrieved from: http://archives.univ-biskra.dz/bitstream/123456789/14835/1/An%20Investigation%20into%20Learners%27%20Speaking%20Performance%20through%20an%20Evaluation%20of.pdf

Richards, J. C. (2006). Developing classroom speaking activities: From theory to practice. *GUIDELINES-SINGAPORE-PERIODICAL FOR CLASSROOM LANGUAGE TEACHERS THEN MAGAZINE FOR LANGUAGE TEACHERS-*, *28*(2), 3. Retrieved from: http://literacyonline.tki.org.nz/content/download/6785/39176/file/developing-classroom-speaking-activities.pdf

Sawka-Miller, K. D. (2011). Test anxiety. *Encyclopedia of Child Behavior and Development. Springer, Boston, MA*. Retrieved from: https://doi.org/10.1007/978-0-387-79061-9_2890

SEGGAR, K., & SID ALI, S. A. M. I. A. (2017). *The Correlation between Learners' Speaking Anxiety and Oral Presentation. The Case of Master 1 Students in the Department of English at MouloudMammeri University of Tizi-Ouzou* (Doctoral dissertation, University MouloudMammeri of Tizi-Ouzou). Retrieved from: https://dl.ummto.dz/bitstream/handle/ummto/5539/Mas.%20Ang.%20213.pdf?sequence=1&isAllowed=y

Sparks, R. L., &Ganschow, L. (1993). The impact of native language learning problems on foreign language learning: Case study illustrations of the linguistic coding deficit hypothesis. *The Modern Language Journal*, *77*(1), 58-74. Retrieved from: https://www.jstor.org/stable/329559

Spielberger, C. D., & Gorsuch, R. L. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y): ("self-evaluation questionnaire")*. Palo Alto, Calif: Consulting Psychologists

Press, Inc. retrieved from: http://oml.eular.org/sysModules/obxOml/docs/ID_150/State-Trait-Anxiety-Inventory.pdf

Strongman, K. T. (1995). Theories of anxiety. *New Zealand Journal of Psychology*, *24*(2), 4-10. Retrieved from: https://www.psychology.org.nz/journal-archive/NZJP-Vol242-1995-1-Strongman.pdf

Tadjouri, A. (2017). An exploration into speaking anxiety and its effects in the EFL classrooms: The case of second year license students at Abu BekrBelkaid University of Tlemcen. *Language Learning*, *43*(1), 85-170. Retrieved from : http://dspace.univ-tlemcen.dz/bitstream/112/8914/1/asmae-tadjouri.pdf

Tehrani, L. A., Majd, M. A., &Ghamari, M. (2014). Comparison of self-efficacy, test anxiety and competitiveness between students of top private schools and public schools. *Mediterranean journal of social sciences*, *5*(23), 2749-2749. Retrieved from: http://www.richtmann.org/journal/index.php/mjss/article/download/5042/4871

Tercanlioglu, L. (2004). Exploring gender effect on adult foreign language learning strategies. *Issues in educational research*, *14*(2), 181-193. Retrieved from: https://www.iier.org.au/iier14/tercanlioglu.html

Toufik, H., & Rime, B. *The IMPACT of ANXIETY in DIMINISHING EFL STUDENTS'S PARTICIPATION in ORAL PERFORMANCE* (Master's thesis). Retrieved from: http://archives.univ-biskra.dz/bitstream/123456789/4686/1/anxiety.pdf

Ur, P. (2000). *A course in language teaching: Practice and theory*. Cambridge: Cambridge Univ. Press.

Winters, A., & America, N. (2014). Using Talking Circles in the classroom. *Heartland Community College*, *1*. Retrieved from: http://www.heartland.edu/documents/idc/talkingcircleclassroom.pdf

Zakaria, E., &Nordin, N. M. (2008). The effects of mathematics anxiety on matriculation

 students as related to motivation and achievement. *Eurasia Journal of Mathematics,*

 Science and Technology Education, *4*(1), 27-30. Retrieved from:

 https://www.ejmste.com/download/the-effects-of-mathematicsanxiety-on-

 matriculation-studentsas-related-to-motivation-andachievement-4091.pdf

Živković, S. (2014). The importance of oral presentations for

 universitystudents. *Mediterranean Journal of Social Sciences*, *5*(19), 468-468.

 Retrieved from:

 http://www.richtmann.org/journal/index.php/mjss/article/view/4278/4184

Appendices

Appendix A

<p align="center">**Students' Questionnaire**</p>

Dear students

This questionnaire serves as a data collection tool for a master dissertation. It investigates factors resulting from anxiety affecting third-year students' oral performance. We would be thankful if you could answer the questions by ticking in the appropriate boxes and writing full statements when it is required. Be sure that your responses will be anonymous and will be used for research purposes only. Thank you for your time and cooperation.

Section One: General Information

Q1. Would you specify your gender, please?

Male☐   Female☐

Q2. The choice to study English at university was:

Personal☐   Imposed☐

Q3. How can you evaluate your level in English?

Beginner☐   Pre-intermediate☐

Intermediate☐   Advanced☐

Section Two: Students' Performance in the Oral Class

Q4. What do you think of the belief that in order to learn a certain language, you have to practice speaking it?

Agree☐   Disagree☐

Neutral☐

Q5. How often do you participate in the oral class session?

Always☐

Often☐

 Sometimes☐   Rarely☐

Never☐

Q6. To what extent does the oral expression course help you practice and improve your speaking skills?

 Very   much☐

Somehow☐

Don't know☐   Not much☐   Not

at all☐

Q7. To what extent is your speaking performance influenced by the atmosphere of the class?   Very   much☐

Somehow☐

Not much☐   Not

at all ☐

Would you explain how

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

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

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

Q8. Which of the following activities do you perfer the most ?

Discussions☐   Role-plays☐

Language games☐

-If there are others, please specify them

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

………………………………………………………….

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

…………………………………………………………………

Section Three: Anxiety in the Oral Class

Q9. Do you have a difficulty in expressing yourself and your ideas in the oral expression class?

Yes☐   No☐

 If yes, which of the following you consider as the most influential factor? (you can have more than one choice)

 Anxiety☐

Shyness☐

Low of self-esteem☐

 Fear of making mistakes☐

-If there are others, please specify them

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

…………………………………………………………………

Q10. What generally makes you anxious?

You get nervous when the language teacher asks question which you haven't☐

prepared in advance ☐

You worry about making grammatical mistakes when you speak English☐

You keep thinking that other students are better speakers than you☐

You worry about the consequences of failing your English class☐

Q11. How is anxiety affecting your speaking performance?

You become nervous and you forget your ideas /speech☐

Your fluency and speaking abilities become lower☐

You make more mistakes even when you master the rules☐

You refuse to volunteering at all☐

-If there are others, please specify them

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

Q12. How anxiety is affecting your achievement?

Your lack of participation makes your speaking skill development slow☐

Fear of prevents you from learning from these mistakes☐

Your lack of practice affects your marks in the course of oral expression☐

Q13. How do you usually manage to cope with this situation?

 Prepare yourself/lectures/answers in advance☐

 Prepare for a suitable atmosphere before participating (using tools as data shows)☐

Make friendships with class mates to feel comfortable in the class☐

If there are other strategies, please specify them

…………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Q14. You feel more anxious when:

Speaking in small groups☐

Speaking in large groups☐

 Responding voluntarily☐

Q15. Is your fear of speaking caused by:

Lack of vocabulary☐ Lack of preparation☐ Lack of practice☐

Fear of being the focus of attention☐

If there are other causes please state them

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………..

Q16. Do teachers usually help you eliminate your anxiety?

Yes☐   No☐

 If yes, how?

Preparing the atmosphere before starting lecture (makes jokes, asks student about their day)☐

Asking you to take a rest when you are anxious☐

Helping you when you can't find words /ideas☐

 Giving you a second chance when your performance is not acceptable before assessing you ☐

If there are other strategies please state them

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Q17. Please indicate how often do you use English outside the classroom

All the time☐   Sometimes☐

Frequently☐

 Rarely☐   Never☐

Q18. Is the use of audio-visual materials (data show, pictures, videos/audios) useful for you to perform better orally?

Yes☐   No☐

Justify

……………………………………………………………………………………………

……………………………………………………

Q19. Do you feel sometimes that you need to use your first language to solve some speaking problems in English?

Yes☐   No☐

Q20 If yes, do you think that this strategy is helpful for reducing speaking anxiety?

Yes☐   No☐

Justify

……

……………………………………………………………………

Q21. do you prefer mixed gender activities (working in groups containing males and females)?   Yes☐

No☐

Whatever your answer is, justify

……

……

Q22. Are you?

 Introvert (self-dependent, and like to work individually)☐

Extraversion (prefer peer and group work)☐

 Q23. How does your personality affect your Speaking performance in the language class?

……

Your collaboration is much appreciated

Appendix B

Teachers' Questionnaire

Dear teachers,

This research aims to investigate your attitudes towards the influence of anxiety on EFL students' oral performance. Therefore, you are kindly requested to fill in this questionnaire to express your views towards the phenomenon mentioned above. Your answers are very important for the validity of our research and they will be kept confidential.

Thank you for your time, efforts and cooperation.

Researcher's name

Aicha SEDDIKI

Supervised by:

………..

2020-2021

Section One: General Information

Q1. Would you specify your gender, please?

☐ Male   Female   ☐

Q2. Do you prefer teaching oral expression classes?

☐ YesNo   ☐

Q3. What are the challenges you face in teaching the oral expression course?

☐ Lack of students' collaboration and participation

☐ Lack of students' motivation

☐ Lack of teaching materials

If there are other causes, please state them

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………

Section Two:Learners Oral Performance

Q4. Do your students get involved in speaking English in the class?

☐ Yes   No ☐

If yes, how do they do this?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………

Q5. Do you notice some kind of anxiety in your students while speaking in English?

☐ Yes   No ☐

Q6. How do you describethe level of anxiety in the class?

☐ High

☐ Medium

☐ Low

Q7. Do you thinkthatanxietyisrelated to the speakingskill more than the otherskills?

☐ YesNo   ☐

Q8. Why do some students feel anxious while speaking in English? Is it because of?

☐ Shyness

☐ Low of self-esteem

☐ Low of confidence

☐ Fear of makingmistakes

☐ All of them

Others

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

Q9. According to you, what are the possible sources of these problems?

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

Q10. What physical symptoms do you usually notice on anxious learners?

☐ Feeling nervous, restless or tense

- ☐ Breathingrapidly (hyperventilation)

- ☐ Sweating

- ☐ Trembling

- ☐ Feeling weak or tired

- ☐ Havingdifficultycontrollingworry

- ☐ Having the urge to avoidparticipating

Q11. In which kind of thesespeakingactivitiesdo yourlearnersfeel more comfortable?

- ☐ Roleplays

- ☐ Free discussions

- ☐ Presentations

- ☐ Circletalking

If there are others, please state them

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

…………………………………………………………………………………………………

Q12. According to Young Dolly Jesusita (1990), the more students practice speaking, the more theyfeel confident and get rid of anxiety. What do you think of this statement?

- ☐ Agree

- ☐ Disagree

- ☐ Neutral

Please, justify

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

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

……

…………………………………………………………………………………………………

Section Three: ReducingStudents' Oral Performance Anxiety

Q13. How often do you talk withyour students about theirlearningproblems?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

Q14. Do you think that varying speaking activities would help your students feel more willing to participate?

☐ YesNo   ☐

Q15. Could you suggestother solutions to help studentsovercometheiranxietywhilespeaking?

……

……

……

…………………………………………………………………………………………………

Your collaboration is highly appreciated

Appendix C

AN INVESTIGATION TO THE EFFECT OF ANXIEY ON EFL LEARNERS

CLASSROOM ORL PERFORMMANCE

AN OBSERVATION TO THIRD YEAR STUDENT IN ORAL EXPRESSION CLASS IN

MOHAMMED KHIDER UNIVERSITY OF BISKRA

CHECKLIST

1   The effect of anxiety on speaking skill of EFL learners in classroom :

Situations	Yes	No	Comment
Does the student look anxious			
Does anxiety effect his oral performance ?			
Did his preparation to the lecture narrow his anxiety ?			
Does the learner use audio- visual tools in they presentation ?			
How helps him to avoid anxiety ?			
is the learner making mistakes			

Is he self correcting them ?			
Is the teacher helps learner to narrow anxiety ?how ?			
What was the topic and how it affects learners'anxiety			
Did classmates make comment ?			
Is it a negative /positive comment how the speaker react with those ?			
Did teacher take a role when he feel that the learner is anxious ?how ?			
deos the number of girls/boys in class effecting the oral performance of learners ?how?			
Are mixed-gender activities causes students anxiety			
Did the learner use traditional tools (paper) how it effect his performance ?			
Deos the teacher assess learners ?			

2   the difficulties faced learners on the oral class because of anxiety

Situations	Yes	No	Comment

Situations	Yes	No	Comment
do learner face problems because of anxiety			
What kind of difficulties are created due to anxiety ?			
Did learners refuse to perform because they fell anxiuos/shy ?			
Do they speak fluently with friends while they loss fluency among class ?			
Learners can not improve their speaking skill because of anxiety			
Learners can not know their mistakes so they keep doing them			

3   How anxiety appears on EFL learners ?

Blush			
Sweat			
Stutter			
Hold hands			

.

يواجه متعلمي اللغة الإنجليزية كلغة أجنبية (EFL) بعض الصعوبات في التحدث ، هذه الأخيرة تؤدي بهم إلى عدم تحصيل المستوى المطلوب من عملية التعلم. وكان القلق من بين هذه الصعوبات و أهمها، نحاول في هذه الدراسة تحديد أسباب قلق المتعلمين بالإضافة إلى تغطية نوع الصعوبات التي نتجت عنه ومعرفة جوانب القلق التي تتعلق بأداء المتعلمين الشفهي في حصص التعبير الشفهي. نقترح فرضية تتعلق بهذه المشكلة نميل فيها إلى العثور على أسباب قلق المتعلمين والصعوبات الناتجة عن القلق وأن نكون مدركين للمواقف التي تثير قلق المتعلمين. لتحقيق هذا الهدف نعتمد نهجًا نوعيًا. علاوة على ذلك ، كانت دراسة الحالة ذات صلة بالدراسة. وعلى نفس المنوال ، تم استخدام ثلاث أدوات لجمع البيانات: استبيانان ، أحدهما للمتعلمين والآخر لمعلمي التعبير الشفهي. كان مجتمع الدراسة السنة الثالثة من دارسين شعبة اللغة الإنجليزية في جامعة بسكرة. أظهرت