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Submitted and defended by:
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Students' vs Teachers' Perceptions of Factors Causing Algerian EFL Speaking Test Anxiety:

The Case of Undergraduate Students of English at Biskra University

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Declaration

I, Widad Tahiri Bachari, certify that this study is a presentation of original work, and was fully authored in my own words. This work has never been published before, at any university or institution. All sources are acknowledged as **References**.

This study took place in Biskra, Algeria, during the school year 2020-2021.

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Dedication

I give gratitude to Almighty God for giving me the strength, wisdom, and chance to write my dissertation and find my way through the difficult situations I've gone through recently.

First and foremost, I would want to devote myself to all that has happened to me, even though I should have given up every time and did not, for every pain I have endured, difficult times I have faced, and great responsibilities I have assumed.

This work is especially dedicated to **my beloved Dad and Mom**, who had never the opportunity to study, for their encouragement, patience and financial support throughout my Academic struggle.

Dear parents, I owe you a lot.

I also would like to dedicate this to **my sisters**: Manel, Wafa**,** Halima and her husband Ali, **my brothers**: Yacine, Imad, Mohamed, Mourad, Fouaz and their wives. As well as my best friends.

I wish to acknowledge all the participants (teachers and students) who participate in this work by answering the questionnaire and sharing their precious time with me.

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*_widad_*

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List of Abbreviations

EFL: English as Foreign Languge

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

MKUB: Mohamed Kheider University of Biskra

TL: Teaching Language

FLL: Foreign Language Learning

ELT: English Language Teaching

L2: Second Language

FL: Foreign Language

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Abstract

The present study aimed at discovering the existence of test anxiety among Algerian EFL undergraduate learners and to explore teachers' and students' perspectives on factors affecting EFL learners' speaking test anxiety. The researcher, for likelihood reasoning, chose for EFL undergraduate learners and EFL teachers to be suppliers of the needed data by means of which they could reach sufficient responses to the main questions. A mixed method approach was used; both quantitative and qualitative method design was applied to be able to answer the research questions. Sixty-eight students and five teachers were given the semi-structured questionnaire. According to the findings, Algerian EFL undergraduate students experience test anxiety when their oral abilities are evaluated. Psychological issues are the primary cause of EFL learners' speaking anxiety while speaking English in a test-taking environment. From both teachers and students percpectives, this has a considerable impact on students' speaking performance and grades. In addition, anxiety has a considerable impact on students' linguistic ability, causing them to perform poorly in English speaking. In addition, it was found out that male students were much more relaxed during the speaking test compared to female students. Moreover, there is no link between speaking test anxiety and age as well as level of education. Based on the findings of this study, the researcher concluded that there is a substantial correlation between long durations of learning the FL with frequent practice and decreased speaking test anxiety based. This research is essential for both students and teachers because a better understanding of speaking anxiety can help them overcome the problems and become more aware of the barriers facing Algerian EFL undergraduate students' speaking skill development.

Key Terms: English as Foreign Language (EFL), Speaking skill, speaking test.

General Introduction

1. Background to the Study

English is undeniably the world's lingua franca, a common language that people of many nationalities can use to communicate. The ability to speak English fluently will open many doors for learners from all disciplines in their professional, social, and academic lives. The more fluent you are in English, the more engaging, stimulating, and insightful discussions you will be able to have. Furthermore, pedagogists now acknowledge that learners' individual differences play a significant part in the process of learning a foreign language (Horwitz et al 1986; MacIntyre 1991; Oxford 1999). A number of studies show that affective elements have a significant impact on the language learning process and that there is a strong link between language acquisition and affective variables. Anxiety is an evident factor that might reduce learners' speaking skills and diminish their willingness to participate in learning activities, among the several affective variables that influence foreign language learning.

Our bodies' natural response to stress is anxiety. It is a fear or apprehension about what is to come, as well as a sensation of anxiety, nervousness, and confusion. When students are apprehensive, they are hesitant to communicate, fearful of making mistakes, and self-conscious when practicing English communication. As a result, anxiousness would have a negative impact on the consistency of their oral performance. Teachers frequently misinterpret students' reluctance to talk and poor performance as an inability to gain fluency in English that allows them to speak confidently, a lack of enthusiasm and desire, or simply dismissing oral communication in English as unimportant. However, anxiety affects not just low-proficiency learners, but also high-proficiency learners, and it all relies on how learners reduce speaking anxiety in their own unique style.

Foreign language tests, on the other hand, are a cause of anxiety for EFL students, along with communication fears and the fear of negative evaluation. Excessive nervousness is frequently the first indicator of anxiety, followed by negative thoughts. Many people suffer tension and worry before taking an exam. Excessive negative thoughts may have a negative impact on test-takers' behavior and thinking throughout the exam, affecting the accuracy of their speech. As a result, anxiety may impede language proficiency in a speaking test.

2. Statement of the Problem

Because English is regarded a fourth—sometimes fifth—foreign language in Algeria, it is not actively employed in daily life and has a restricted function. As a result, the majority of Algerian students have a poor command of and fluency in the English language. Algeria is ranked 67th out of 70 countries in an EF EPI survey from (2015:53) "Algeria's English proficiency is relatively low and, overall, declining," according to the study. According to the report, adults in the country have some of the worst English skills in the country. In Algeria, English is mostly utilized in commerce and science, although it is not commonly used outside of these professions. The linguistic landscape of the country is changing, but English is virtually absent: Arabic is the national and official language, French is still spoken in some circles, and many Berber dialects are extensively spoken. For these reasons, Algerian EFL undergraduate students may be ascribed to the anxiety factor that most English language students encounter in class; they are more likely to experience and detect anxiety when they are asked to speak in tests. Many studies have been undertaken on the topic of speaking anxiety; the researcher discussed a few of them, as well as their recommendations for reducing learners' speaking test anxiety. However, few studies have been conducted on the topic of speaking anxiety in test-taking situations, and have been successful in explaining why Algerian EFL undergraduate students experience speaking

anxiety during exams, especially in Algeria. As a result, the purpose of this study is to discover why Algerian EFL undergraduate students experience speaking test anxiety, how test anxiety affects their speaking performance, how they cope with their fear and anxiety when speaking English during exams, and to propose additional solutions to reduce EFL undergraduate learners' speaking test anxiety. Through the use of a questionnaire, this study allows students to express their thoughts and feelings about the speaking tests.

3. Research Methodology

The researcher used a mixed method approach in this study to collect both qualitative and quantitative data in order to gather information and some perspectives from the participants by providing a semi-structured questionnaire for both Algerian EFL undergraduate learners in the department of English at MKUB and teachers in the same department teachers to provide us with explanations and deep information. In this inquiry, to obtain both quantitative and qualitative data from the participants for this thesis. These tools are designed to look at the origins and consequences of exam anxiety on students' oral performance, as well as offer ways to assist students overcome their fears and improve their speaking skills.

4. Main Results

According to the findings of the study, Algerian EFL undergraduate students experience test anxiety when their oral abilities are evaluated. From both students' and teachers' perspectives, psychological issues are the primary cause of EFL learners' speaking anxiety while speaking English in a test-taking environment. This has a substantial impact on students' speaking performance and grades. By the first degree, anxiety has a major impact on students' linguistic ability, forcing them to do poorly in English speaking. In addition, it was found out that male students were much more relaxed during the speaking test compared to female students. Moreover, there is no link between speaking test anxiety and

age as well as level of education. From the results of this study, the researcher assumed that there is a considerable link between long periods of learning the FL with practice and decreased speaking test anxiety. Students and teachers, on the other hand, are struggling to overcome this problem and are attempting to use a number of ways to lessen speaking test anxiety.

5. Implication

Studies on anxiety and language acquisition may serve as a reference for foreign language teachers in terms of helping students improve their speaking skills. As a result, the current research could be a beneficial contribution to the field of education in general, and university oral expression teachers in particular, because it will provide concrete solutions to the problem of test anxiety. Furthermore, this research informs students about potential anxiety triggers and offers them with strategies for minimizing their own anxiety. The findings also indicate a number of improvements that teachers and educational institutions could make to help students have a better foreign language speaking test anxiety experience.

6. Limitation

In terms of the problems experienced while conducting this investigation, the current study has certain limitations; teachers were unhelpful and refused to complete the questionnaire. The researcher attempted to fill out a questionnaire by hand but received no help, so they were obliged to design an electronic version, which was only completed by five teachers. Another big stumbling block was that the researcher wished to study this problem through experimental research, but due to time constraints, they were unable to do so.

7. Outline of the Dissertation

There are four chapters in this research. First, the researcher looked at the "General Introduction," which includes a summary of the entire work, a statement of the problem, the study's purpose and importance, and research tools. Following that, Chapter One is devoted to a "Literature Review," which examines previous publications on the research topic. The "Research Techniques and Methodology" section of the second chapter outlines the research methodologies and population of the study, as well as the procedures and steps taken to conduct this research. Following that, data gathering, validity and reliability are all thoroughly examined and it is split into four parts. The fourth chapter then discusses how these findings are interpreted in light of the theory and literature used in the study. Finally, the researcher discusses the overall conclusion, limitations, and research suggestions, as well as recommendations.

Chapter One

Literature Review

I.1. Introduction

Learning a second language is a bigger challenge than learning the first one, which we barely remember how we learned. According to Ur (1996:12) Speaking appears to be the most important: people who know a language are referred to as "speakers" of that language, as if speaking included all other types of knowing; and many, if not the majority, foreign language learners are primarily interested in learning to speak. He contended that the most valuable ability is speaking, since most foreign language students want to become native speakers. Speaking is regarded as the most important skill to cultivate because it is required for demonstrating language proficiency. Learners will be placed in circumstances where they will need to communicate in English, so the focus is primarily on speaking. Moreover, since the field of foreign language learning is closely related to the human psychology, learning a foreign language is tending to be liable to some affective variables. For many learners there is a genuine fear of performing in the second language, a phenomenon known as Foreign Language Anxiety that can hinder learners' performance and achievement.

This chapter is devoted to foreign language and speaking anxiety, and speaking test anxiety as a phenomenon related to FLA. First, it reviewed some definitions of speaking skill, its importance among other skills, its difficulties in foreign language learning, and suggested strategies to help learners improve their oral communication skills. In addition, it gave different definitions of anxiety and language anxiety, its sources and types, and its effects on learners. It also provides the factors that contribute in increasing language anxiety and reviewing the FLCAS. This chapter also demonstrated previous studies devoted to speaking anxiety in classroom, its causes, as well as speaking anxiety in test-taking situation. It ends with mentioning research gaps and research questions.

I.1.1. Speaking Skill

Speaking ability is defined as the ability to communicate effectively; it provides us with the ability to convey information in a way that the listener can understand. Rizvi (2006:92) stated that speaking is a two-way communication process involving both presenters and audiences. Because speaking is rarely done in isolation, a speaker must have a listener. Thus, speaking is an ongoing process of constructing meaning that involves information production, reception, and processing. Speaking skill can be separated into formal and informal, according to Brown, 1994; Burns & Joyce (1997), its structure and meaning are determined by the context in which it occurs, which incorporates the respondents themselves, their collective experiences, the physical environment, and the reasons for speaking (as cited in Florez, 1999).

Speaking ability has now become the core value of any language; Rizvi (2006:16) stated that speaking pervades the entire range of social and professional relationships, and plays a key role in our lives. Social and professional interactions may be impossible to conduct without oral communication. As a result, if students want to be successful in their careers, they must practice public speaking. Speaking skills are the single most important criterion in hiring professionals, which includes speaking skills in the form of group discussions, case discussions, personal interviews, oral presentations, or other forms of oral communication.

Speaking and listening are two fundamental skills in acquiring communicative competence when learning a language. As a result, listening to oral language and understanding what is said is an important part of being a proficient speaker, as it allows for accurate responses. Rizvi (2006:20) advocates that any psychological or emotional upheaval or disturbance can stymie effective communication by causing a loss of interest and concentration. Sadness, fear, anger, anxiety, or elation all influence our reception and

receptivity to other people's ideas. A good teacher should encourage their students to use English as much as possible both in and out of the classroom because if students are given enough opportunities to practice the language, they will be able to learn it in more natural settings.

Speaking, according to Luoma (2005), is the most difficult language skill to assess and it is distinct from other abilities because it involves live interaction between the speaker and the tester, particularly in an exam setting, and the discussion is unpredictable. Furthermore, students may experience a variety of unfavorable consequences as a result of completing speaking examinations or exams.

Since the role of speaking ability has become more important in language teaching, testing oral proficiency has become one of the most important issues in language testing, according to Akamatsu (2003), especially with the method of communicative language teaching that has begun to be applied in new teaching methods (As cited in Sökman, 2013).

I.1.1.2. Speaking Difficulties in Foreign Language Learning

EFL or ESL learners have their own difficulties in learning the language especially in improving speaking skill because it is challenging to speak a foreign language. Sawir (2005) interviewed twelve international students in Australia, including from Indonesian, Hong Kong (Cantonese), Thailand (Thai), Vietnamese, and Japanese L1 backgrounds, where English is taught as a foreign language and where the scholastic approach to teaching and learning English has a strong influence, in order to investigate EFL learners 'difficulties. Even though they had been studying in Australia for years, the findings revealed that all of the participants struggled to communicate in English. Therefore, no matter how much EFL learners know the language, they still face speaking difficulties. (El Hosni, 2014).

According to Lukitasari (2008), three factors contribute to speaking difficulty: linguistic differences, mother tongue use, and inhibition. He discovered that the learners had speaking difficulties, such as inhibition or having nothing to say, as a result of not being able to master three aspects of speaking, namely vocabulary, grammar, and pronunciation. This finding was supported by Shayna (2003), who stated that in order to improve speaking skills; EFL learners require four interconnected skills: listening, vocabulary, pronunciation, and confidence. El Hosni (2014), on the other hand, investigated speaking difficulty by observing grade five students in Oman's elementary schools; her findings are comparable to those of Lukitasari (2008).

Ur (1996:121) argues that when students attempt to participate in the classroom, a variety of factors prevent them from doing so. Learners are frequently inhibited about trying to say something in a foreign language in the classroom due to shyness, fear of criticism or losing face, or simply being afraid of making mistakes, and this is due to a lack of communicative skills development and a sense of linguistic inferiority. Moreover, another issue that EFL learners face is "nothing to say," a common expression that FL learners use when forced to speak due to a lack of motivation in expressing themselves or in the chosen topic, even if they are not obstructed, students frequently complain that they are at a loss for words. In addition, the lack of understanding of the teacher's motivation is the primary cause of low participation, which may result in the dominance of some learners while others speak very little or not at all, which is why increasing and directing student motivation is one of the teacher's responsibilities. Furthermore, in classes where all or a portion of the students speak the same mother tongue, they may tend to use it because it is easier because speaking in a foreign language feels unnatural, and they feel less exposed if they speak in their mother tongue, In other words, due to a lack of vocabulary in the target language as Baker & Westrup stated, that many students struggle to answer when

their teachers ask them to express something in a foreign language because they do not know what vocabulary to use or how to properly apply the grammar. Learners frequently borrow words from their native language, forcing them to use their mother tongue instead. However, if learners continue to be influenced by their mother tongue, they will be unable to use the foreign language correctly; Baker & Westrup (2003:14) stated that when students transfer cultural rules from their mother tongue to a foreign language, they can create barriers to learning. According to Rizvi (2006:18), communication barriers arise during the communication process and can confuse the listener or reader, cause misunderstanding and confusion, and sometimes lead to communication breakdown. These barriers are typically caused by incorrect encoding, bypassing, frame of reference, physical distractions, psychological and emotional interference, or cultural differences. According to previous research, learners face significant challenges when learning to speak a foreign language due to both psychological and linguistic difficulties.

I.1.1.2. Speaking Strategies in Foreign Language Learning

Successful EFL learners have their own techniques for dealing with speaking issues in order to increase their speaking abilities, according to previous study. Learning methods can help learners improve their language and overcome learning challenges; therefore, EFL learners should be aware of speaking strategies and how to utilize them properly in order to become fluent in speaking English. Learners' learning strategies are conscious ideas and practices that help individuals better perceive, learn, and recall information in a second/foreign language (O'Malley and Chamot, 1990).

Rubin (1981) presented a categorization system. Techniques that directly affect learning include clarification/verification, monitoring, memory, guessing/inductive reasoning, deductive reasoning, and strategies that indirectly contribute to learning which include practice chances and applying production tactics such as communication strategies.

(From O'Malley and Chamot, 1990, p.3). The alternative taxonomy proposed by Naiman et al (1978) includes an active task approach, realization of language as a system, realization of language as a method of communication and engagement, management of affective demands, and monitoring of second language performance. (From O'Malley and Chamot, 1990, p.3). Moreover, interference with mother tongue, error correction, accuracy, body language and substitution, educational-aid methods and equipment, memorization and summary, and sensitivity to opportunities are the seven unique categories of learner tactics outlined by Razmjoo and Ardekani (2011). Speakers should analyze the relationship between words in a sentence rather than focusing exclusively on the pronunciation of individual words.

In a major review, Yang (2014) proposed effective ways to help learners' communicative competence with less fear of making mistakes in public, such as (a) listening to the news in English on the radio when getting up five minutes earlier, (b) watching the news in English rather than Chinese, and (c) checking out books, records, cassette tapes, and other materials in English. (d) keep an eye out for English-language plays or dramatic performances on campus, (e) practice reading aloud in front of a mirror, (f) choose a famous person whose accent you respect and imitate the way he or she talks, and (g) locate a companion or two and agree to speak English at set times. He went on to say that, everyone understands that the only way to properly increase language skills is to use the language.

I.1.2. Definition of Anxiety

Every one of us suffers from anxiety in one form or another and to varying degrees, causing us to forget and make mistakes even when we are well versed in a particular subject**.** Dörneiy (2005:198) claims that anxiety has an impact on L2 performance; most of us will experience it. We have had the experience that when we are in an anxious situation,

our L2 knowledge comes in handy, we forget things we otherwise know and make silly mistakes. Anxiety is defined as a feeling of being extremely concerned about something bad that is going to happen, to the point where you are constantly thinking about it, or as a feeling of desperately wanting to do something but being extremely concerned that you will fail. (Oxford Advanced American Dictionary). According to Scovel (1978:134), anxiety is a multifaceted affective concept associated with feelings of unease, frustration, self-doubt, apprehension, or feel worried. He continued that anxiety is typically measured in one of three ways: through behavioral tests, in which a subject's actions are observed (floor pacing by a father in a maternity waiting room); through the subject's self-report of internal feelings and reactions (feel uneasy while waiting for the birth of the first child); or through physiological tests, in which heart rate, blood pressure, or palmar sweating are measured.

I.1.2.1. Causes of Anxiety

Most scholars would agree with Arnold and Brown's (1999:8) conclusion that anxiety is most likely the affective factor that obstructs learning the most (and even if it is not the most essential factor in learning success or failure, we cannot deny its attraction) . As a result, anxiety has been at the forefront of L2 research for decades. (As cited in Dörneiy, 2005, p.198). When speaking about anxiety in the classroom, researchers have come with the variety of factors causing anxiety in language learning classrooms: According to Bailey (1983), competitiveness, tests, and students' perceived relationship with their teachers can all cause anxiety in the classroom. (As cited in Ghonsooly & Amiri, 2015, p. 856). Aside from that, Horwitz et al (1986:128) defined anxiety as a distinct set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning that stem from the uniqueness of the language learning process. They also attributed the causes of anxiety to a variety of factors, including communication apprehension, test anxiety, and fear of

negative evaluation, and as a result, they developed the FLCAS. Moreover, Price (1991) maintained that anxiety could be caused by levels of difficulty in some foreign language classes, students' personal perceptions of their own language aptitude, personality variables (e.g., perfectionism or fear of public speaking), and stressful classroom experiences. (As cited in Zheng & Cheng, 2018, p. 2-3).

I.1.2.2. Types of Anxiety

Recent research in the field of linguistics EFL has showed that there are three types of anxiety: trait, situation-specific, and state anxiety. According to Scovel (1978:137), trait anxiety can be described as a more permanent predisposition to be anxious, whereas state and situation-specific anxiety are experienced in relate to some particular event or situation (Brown, 2001, p.151). According to MacIntyre & Gardner (1991:87), trait anxiety is a general personality trait that can be found in a variety of situations. It refers to a more persistent feeling of anxiety, in which a learner is likely to be highly apprehensive in a variety of objectively non-threatening situations. According to Spielberger, trait anxiety refers to an individual's proclivity to become anxious in any circumstance. (Spielberger, 1983 as cited in MacIntyre & Gardner, 1991, p.87). He continued that individuals with anxiety tend to have an attitude and reaction that reflects their ability to comprehend the nature of certain environmental stimuli and extreme stress as more or less tricky or damaging. Its negative effects are thought to impair performance by consuming some of the available working memory capacity. (Eysenck, 1979, p.365).

State anxiety is concerned with the given emotional state. (MacIntyre and Gardner, 1991, p. 90). Anxiety, according to Thomas Hurbery (1997), is a distinct emotional case marked by fear and anticipation in response to actual or imagined threats, which may manifest cognitively, behaviorally, or physiologically. It can have a negative impact on FL learning and success because it may obstruct their learning, social, and emotional growth.

(Salkind, 2008, p.38). In addition, it is regarded as a hindrance to and disruption of an individual's emotional balance. When a person receives bad news about a close friend, for example, he becomes extremely anxious, putting his emotional balance in jeopardy. State anxiety is an emotional feeling that can seriously impair an individual's ability to respond positively to any situation or environment. Furthermore, it can also impair a person's ability to engage in adaptive behavior aimed at ending and overcoming this feeling, such as encountering a great deal of difficult.

Situation specific anxiety can be thought of as trait anxiety measures that are restricted to a specific context. (MacIntyre & Gardner, 1991, p.90), it is linked to the general guidance of anxiety and specific circumstances, or to a learning context, which can result in a learner's inability to speak or read passages in a second language. According to Horwitz et al (1986:125), FL anxiety is a specific to language learning and that it affects students' ability to interpret knowledge in the classroom.

According to (Dörneiy 2005; Horwitz, 1986; Scovel, 1978; Young, 1991), anxiety is classified into two types "debilitative" and "facilitative" or what Oxford (1999) called "harmful" and "helpful" anxiety. Facilitating anxiety, whereby stress can be a pleasant stimulant that can keep a person going and provide him with motivation, as Dörneiy (2005:198) discovered that anxiety does not always inhibit performance, but in some cases can actually enhance it. In Bailey's study of competitiveness and anxiety in learning a second language, one of the keys to success was facilitative anxiety, which was mainly associated to competitiveness (Brown, 2001, p.152). According to Scovel (1978:139), Facilitative anxiety motivates the learner to "combat" the new knowledge and encourages them to put in more effort to mitigate anxiety's negative effects. Debilitatve anxiety, on the other hand, motivates the learner to "flee" the new information and it emotionally

stimulates the individual to adopt avoidance behavior. In other word, debilitating anxiety is whereby stress has a negative impact on one's ability to notice various issues.

I.1.3. Foreign Language Anxiety

Anxiety has been shown to be associated with various types of learning, but once it is associated with learning a second or foreign language, it is referred to as "second or foreign language anxiety. A foreign language (FL) framework is one in which the target language is not the native language of the society (for example, learning English in Japan). Students in FL contexts face significant challenges in developing speaking skills because they have few opportunities to use the target language outside of the classroom. (Nunan, 2003, p.54).

Language anxiety is one of the most important factors influencing foreign language learning. (Oxford, 1999, p.8). Gardner and MacIntyre (1993) stated that anxiety in relation to second or foreign language learning is characterized as a specific negative reaction that occurs in certain foreign or second language learning contexts while learners are required to perform in the target language. (As cited in Melouah, 2013). Many students have expressed nervousness and fear in academic contexts, they tend to have difficulty concentrating, sweat, experience heart palpitations, and become forgetful during this period of anxiety. These psycho-physiological side effects impede learning process. (Horwitz et al, 1986, p.128).

Recent studies (Liu, 2006; MacIntyre and his colleagues' research MacIntyre, 1989; MacIntyre & Gardner, 1991; Price, 1991) conducted to investigate the relationship between foreign language anxiety and language performance revealed that language anxiety was the major factor, which negatively affect language achievement particularly in foreign/second language classrooms. According to Liu (2006), students were most anxious

when speaking to the teacher and speaking alone in the classroom, but they were least anxious when working in pairs and even less anxious when speaking. He came to the conclusion that students who were more proficient were less worried. (As cited in Gülşah & Kenan, 2015). Some researchers believe that programs lacking a "well-articulated framework" or curricula that does not overly "repeat information and skill development" may contribute to FLA. Furthermore, educational systems that do not require students to begin learning a FL at a young age may be responsible for the development of higher levels of FLA later in life. (Casado & Dereshiwsky, 2004).

I.1.3.1. Factors Contributing to Foreign Language Anxiety

Many scientists have attempted to uncover the different causes of anxiety. Horwitz et al developed the Foreign Language Classroom Anxiety Scale (FLCAS) in 1986 to determine and capture the scope and severity of students' anxiety, as well as to examine its effects on learning in diachronic situations. Thus, while there are various types or sources of foreign language anxiety, communication apprehension, fear of negative evaluation, and test anxiety were the primary causes of anxiety, according to Horwitz et al.

Communication apprehension, according to McCroskey (1987), is a form of anxiety that occurs in interpersonal communicative settings and is related to shyness, which is characterized by a fear of and anxiety about interacting with others. The learners' negative self-perceptions triggered by their inability to understand others and make themselves understood seem to exacerbate commination apprehension (MacIntyre & Gardner, 1989). Concerning the fear of being judged negatively, Fear of negative assessment differs from test anxiety in that it is a tension that can arise in any social, evaluative situation, such as a job interview or speaking in front of an audience (Horwitz et al, 1986). Students are more concerned with how their errors are rectified than with whether or not they should be corrected in class. (Young, 1991, p.429). In other words, learners are anxious about how

their language competence will be seen by other teachers or classmates since they do not believe that making mistakes is a natural part of learning a new language. Test anxiety, also known as apprehension about academic assessment, is a type of performance anxiety that stems from a fear of failing to perform due to unreasonable expectations that students place on themselves. Many students feel more pressure when asked to perform in a foreign/second language because they are faced with the task of recalling and coordinating several grammar points at the same time in a short amount of time. As a consequence, even though they know the correct answer, they can write it down incorrectly or simply freeze up due to nervousness. (MacIntyre & Gardner, 1994).

Furthermore, Young (1991) developed a classification that differed from Hortwitz et al. in that he provided more specifics and other sources of foreign language anxiety. Young identified six possible sources of foreign language anxiety, which he divided into three categories: learner, teacher, and instructional practice. Personal and interpersonal anxiety, learner attitudes toward language learning, teacher perspectives on language teaching, instructor-learner interactions, classroom procedures, and language testing are all factors that lead to language anxiety, according to him. He also said that all of these causes of linguistic anxiety are related.

Krashen (1985) categorized five main hypotheses in his theory of second language acquisition. The Affective Filter Hypothesis was expanded by Krashen, who proposed that many affective characteristics such as motivation, personality, self-confidence, and anxiety play a vital role in second language accommodation (As cited in Yoon, 2012). Language learners who are motivated, self-assured, and have a low level of anxiety are more likely to succeed in learning a foreign or second language, according to Krashen. In other words, learners who lack motivation, self-esteem, or worry are more likely to encounter the affective filter, which creates a mental barrier that prevents intelligible input from being

utilised for learning. Environmental factors, such as a stressful learning environment, he believes, are to blame for these variables. Anxiety, according to Krashen (1985), is a major element affecting language learners' success. As a result, he recognized elevated anxiety as a "mental wall" or "an affective filter" that correlates negatively and hinders input from reaching the language learning mechanism (Krashen, 1985, p.100). Krashen also came to the following conclusion:

> Anxiety contributes to an affective filter, according to Krashen, which makes the individual unreceptive to language input; thus, the learner fails to "take in" the available target language messages and language acquisition does not progress. The anxious student is also inhibited when attempting to utilize any second language fluency he or she has managed to acquire. The resulting poor test performance and inability to perform in class can contribute to a teacher's inaccurate assessment that the student lacks either some necessary aptitude for learning a language or sufficient motivation to do the necessary work for a good performance. (As cited in horwitz et al, 1986)

As shown in Figure 1 below, Krashen (1982: 32) has depicted the filter and the language competency to be acquired:

Input ➡️ ➡️   **Filter**   ➡️   **Acquired competence**

Language
Acquisition Device
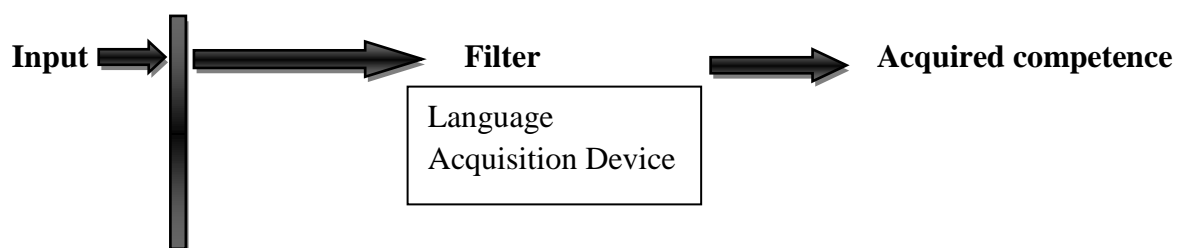
Figure I.1. Operation of the affective filter from (Krashen 1982, p. 32 as cited in

Sari, 2017)

A filter has disrupted and obstructed input in this case, preventing the acquisition or learning of the language. All of these factors obstruct students' ability and performance in speaking English. As a result, teachers must ensure that the students' affective filter is kept low at all times, which can be accomplished by creating a calm learning environment, avoiding pointing out grammatical errors, and emphasizing meaningful dialogue in the classroom.**.** Furthermore, concerning students' fear of learning a foreign language. Krashen and Terrell (1983) advocated for the Natural Approach to Teaching, which includes techniques such as using brief and relevant discussions, interviews, and pair work on personal information to reduce the emotive filter or handicaps. (As cited in Melouah, 2013)

Carlson (1987:578) characterized anxiety as a typical reaction to a variety of life circumstances and no one is immune to it. Anxiety, which encompasses two states: Panic disorder and Phobic disorder, is unquestionably beneficial in making us more aware and taking essential things seriously. People with panic disorder experience recurrent bouts of intense anxiety; parental influence may be the primary cause of anxiety development. Anxious learners are more likely to come from families where the parents hold themselves to a high standard of achievement while neglecting to appreciate their children's actual achievements. Panic attacks can happen without warning, and people worry about when the next one will happen. Physical symptoms include shortness of breath, clammy sweat, irregular heartbeat, dizziness, faintness, and feelings of unreality; and women are roughly twice as likely as men to suffer from panic disorder. Furthermore, Carlson discusses particular anxiety and verifies that practically everyone has one or more irrational phobias of certain things or circumstances, and that distinguishing between these anxieties and phobic disorders is difficult. He used the example of someone who is terrified of spiders yet avoids approaching them. It is, however, incorrect to label them as having a mental

illness. Similarly, many ordinary people are scared of speaking in public; therefore, the label "phobic" only applies to those whose anxiety makes their lives difficult.

The types and causes of linguistic anxiety were investigated by Oxford. Second language anxiety is linked to target language performance, according to Oxford (1999). She emphasized on how classroom style conflicts might worsen anxiety in language classrooms based on her case studies; she said that style conflicts can take various forms, including personality conflicts and teaching and learning style conflicts. She also distinguished between state anxiety and trait anxiety, as well as beneficial and detrimental anxiety, and created a clear differentiation between the two. Identity and culture shock, teachers' and students' views, classroom activities and procedures, and instructor-learner interactions are the four origins of foreign language anxiety outlined by Oxford (1999). In addition, to Horwitz et al three's types of anxiety (communicative apprehension, fear of negative evaluation, and test anxiety).

During their English language lessons, Liu (2006: 23-25) investigated the sources of anxiety among 98 EFL language learners (As cited in Sadighi & Dastpak, 2017). Lack of practice, limited vocabulary knowledge, poor level of competency, personality, incomprehensible input, fear of making mistakes, lack of preparation, bad grammar, lack of self-confidence, fear of ridicule, task complexity , poor pronunciation, lack of familiarity with peers, lack of familiarity with the subject matter, fear of negative evaluation, fear of being the center of attention, inability to find suitable words for expressing ideas, inability to express oneself, desire to speak fluently, weak memory, family communication pattern, lack of familiarity with the type of activity, lack of familiarity with the world, an inability to find appropriate words for communicating ideas, an inability to express oneself, a desire to speak fluently, a poor memory, a family contact pattern, a lack of familiarity with the type of practice, a lack of familiarity with the

environment, and the fact that English was not their mother tongue were among the factors he identified.

Cubukcu (2007), on the other hand, cites seven major drivers of foreign language anxiety: (a) presenting in front of the class, (b) making mistakes, (c) losing face, (d) incapacity to articulate oneself, (e) fear of failing, (f) teachers, and (g) fear of not living up to the standards, she concluded that before blaming poor student performance on a lack of talent, a lack of background, or a lack of motivation, teachers should consider the possibility that anxiety is to blame.

I.1.3.1.1. Foreign Language Classroom Anxiety Scale (FLCAS)

In order to explore foreign language learning anxiety, several studies used questionnaires, interviews, and diaries, all of which are geared toward learners and teachers (Young, 1991). The FLCAS is a widely used tool for assessing students' English language anxiety. Horwitz (1986) coined the term FLCAS to refer to the Foreign Language Classroom Anxiety Scale, which was established at the University of Texas at Austin's Foreign Language Center to assess the scope and intensity of foreign language anxiety in 75 university students enrolled in four basic Spanish classrooms. Seventy-five (75) students from the University of Texas, 39 of whom were males and 36 of whom were females, ranging in age from eighteen to twenty-seven, took part in the study. They were given a questionnaire with thirty-three (33) items relating to communication apprehension, test anxiety, and fear of negative evaluation. Many students, according to Horwitz et al. (1986), have foreign language anxiety, especially when speaking in class. Individual reactions can vary greatly; therefore, the data may not reflect the precise implications of other anxieties on FL successes. (Horwitz, 1991: 22 As cited in Khaloufi Sellam). FL courses are avoided by certain worried students. Moderately anxious people may put off finishing their assignments, avoid speaking in class, and hide in the back row.

Furthermore, worry has a negative impact on pupils' communicative strategies in language classes. The more concerned the pupils are, the more challenging or personal TL messages are avoided. Furthermore, students with crippling anxiety in Florida classrooms can be detected, and they share a number of traits.

I.1.3.2. Effects of Foreign Language Anxiety on Learners

As previously stated, several studies have shown that anxiety has a significant impact on language learning; anxiety has been divided into two aspects that may contribute to increasing or preventing the language acquisition process, according to Scovel (1978). Anxiety can be either facilitating or debilitating.

Anxiety has been linked to worse motivation, performance, and grades among students, according to other studies. Because of the high level of anxiety they are exposed to, learners with a high level of anxiety may become less motivated. Furthermore, when motivated students feel nervous, their performance in language sessions suffers. According to MacIntyre and Gardner (1991), anxiety has been shown to have a deleterious impact on second language performance. Moreover, because passing a specific degree is vital, learners are more focused on grades. Different psychological factors, such as a lack of self-confidence, low self-esteem, and anxiety, might have an impact on grades. Hortwitz and colleagues explored the impact of anxiety on grades and discovered that anxiety can be detrimental to academic performance.

The first thought that comes to mind when we hear the word anxiety is that it is a bad thing to have while learning a foreign language or other subject since anxiety affects learners' performance and cannot have a beneficial impact on language acquisition. Many academics, however, have been looking into the positive impact of anxiety on FLL, as Scovel (1978) discovered that some researchers believed that language anxiety was useful

or enabling in some ways. Thus, Anxiety, according to Scovel (1978), is not only a negative component; it may also be beneficial, with favorable impacts on motivation, grades, competitiveness, achievement, and other factors. Positive anxiety aids students in raising their performance levels. We cannot give it our all if there is no risk of failure and our success is guaranteed. Herein, Anxiety can help us perform better because it keeps us poised, vigilant, and just slightly unbalanced to the point that we cannot completely rest. Furthermore, those students who feel higher levels of anxiety achieved the best scores (Horwitz et al, 2001).

I.1.4. Speaking Anxiety

Speaking is one of the most significant parts of language learning and it is undeniable that many learners prefer to use a written foreign language rather than use it orally, because many of them feel afraid and manifest serious holdbacks. One of the most significant emotional factors that affects foreign language development is speaking anxiety. Young (1992) agreed with this viewpoint. Students who have a high level of language anxiety typically perform poorly in oral presentations. When people have language anxiety, they become frightened and uncomfortable at first, which causes them to pause and stumble during their speech. (Cited in Heng et al, 2012). Horwitz et al (1986) suggested that the output stage created in speaking may be the highest indication of worry, and that foreign language anxiety is primarily related to the oral components of the language. They also claims that foreign language students generally struggle with spontaneous oral communication. Therefore, they stressed the importance of the teacher-student interaction in the rise and fall of anxiety levels among students.

Huang (2004) investigated the relationship between anxiety of speaking a foreign language and gender, as well as the learners' willingness to study and when they first began studying English. According to the data, females are more worried than males, and those

who started learning English in preschool had less anxiety than those who started later. (As cited in Gülşah & Kenan, 2015).

Woodrow (2006) investigated the relationship between second language anxiety and speaking performance, as well as the major sources of anxiety. Speaking anxiety in a second language was found to have a significant detrimental impact on oral performance, with native speakers being the main source of anxiety (As cited in Gülşah & Kenan, 2015).

I.1.4.1. Causes of Speaking Anxiety

Several experiments were performed to discover the causes for EFL learners' speaking anxiety in classrooms. Fear of a negative assessment, fear of the audience, low self-esteem, instructors' beliefs about language learning, and teachers' correction of errors, according to them, trigger speaking anxiety.

Personal reasons, classroom instructor conduct, learners' perspectives, and testing and teaching procedures are the four categories of causes of speaking anxiety. (Aydın, 2001 as cited in Gülşah & Kenan, 2015). According to Ayres (1986), English learners are nervous when speaking because they are concerned about what their teacher and classmates will think when they hear their voice, and they see the audience as overseers of what they say and do. As a result, the audience may find their flaws and will view them negatively, labeling them as students with limited English skills. Neer (1982) claims that the fact that students are required to talk to an audience is the primary cause of anxiety when speaking; however, Cohen (1989) added that some types of audiences cause anxiety in the speakers' spirits. People with low self-esteem are concerned about what others think of them (As cited in Young 1991). Even though they may have hidden abilities, learners with low self-esteem believe they are unable to perform as expected when speaking English. Furthermore, a teacher's focus in the classroom has an impact on students' learning and

contributes to their anxiety. According to Young (1991), some instructors believe they have the most influence in class and that students are not permitted to work in pairs in order to maintain control over them; these ideas may cause learners anxiety since they remain passive and unable to demonstrate their abilities. Besides that, Young (1991) believes that a harsh approach to correcting student errors causes anxiety in students. In other words, teachers who correct every error that their students make when speaking English unconsciously cause anxiety in their students because they believe they are not qualified to speak the language because the speeches they produce are riddled with errors.

I.1.5. Test Anxiety

Students have always been anxious when learning a foreign language, especially while taking an exam. Every year, a large number of brilliant students who are capable of studying drop out or leave their schools. Anxiety associated to the fear of receiving unsatisfactory test results is known as test anxiety (Horwitz & Young, 1991 as cited in Aydın, 2009). Students who are in an evaluative situation are more prone to have significant levels of test anxiety, numerous elements that influence this and cause learners to get disengaged from their studies. Test anxiety is one of these variables, many people experience tension and anxiety before taking a test. Excessive anxiousness is usually the first sign of anxiety, followed by negative thoughts. Those excessive negative thoughts might have a negative impact on test-takers' behavior and thinking during the exam; test anxiety is one fairly common trait that examinees exhibit and it is also perceived as a crucial element for them. As to Zeidner (1998:4), test-anxious students are easily distracted during an exam, have trouble understanding relatively basic instructions, and have trouble organizing or retaining essential material during the test. (As cited in Muliawati et al, 2020). Anxiety is prevalent not only among individuals who are not prepared for an exam or test, but also among the majority of those who are adequately prepared. (Situmorang,

2019 as cited in Muliawati et al, 2020). Horwitz (1988) argues that throughout exam taking, most students sense anxiety. They typically claim to counselors and professors that they know the answers of the questions but they forget them due of extreme anxiousness.

Sarason (1984) stated that if stress is considered from a cognitive standpoint as a call to action triggered by assessments of situational qualities and personal dispositions, anxiety can be seen as self-preoccupation with the incapacity to respond effectively to the call. In evaluative settings, the test-anxious individual experiences self-preoccupying concern, insecurity, and self-doubt. Internal distractors divert attention away from the task at hand, resulting in poor performance. One of the most common causes of test anxiety, according to Zeidner (2007), is the fear of receiving a poor grade. Another major aspect that causes anxiety is students' emotional difficulties. High anxiety in students can sometimes be linked to an uncomfortable family environment, and instructors can sometimes inadvertently and indirectly cause anxiety in students.

I.1.6. English Speaking Test Anxiety

Speaking is considered one of the most difficult abilities to master since it requires a lot of practice. Language acquisition is an integrated skill-based endeavor that includes reading, writing, speaking, and listening. It may not be as easy to embrace as other abilities because communication necessitates interpersonal interactions and so anxiety. Anxiety during an exam or test is defined as a mixture of physiological, cognitive, and emotional responses to stress during the evaluation (Spielberger, 1980 as cited in Sökman, 2013). It is common for students to feel this way when they are being evaluated, taking a test, or being compelled to deliver an oral presentation in front of others. Oral assessments might induce more anxiety than written ones, Joughin (2007) found that greater anxiety about oral compared with written assessment was associated with a richer conception of the oral task as requiring deeper understanding and the need to explain to others (As cited in Westwood

et al, 2010). According to Horwitz (1988:28), oral or spoken tests are more prevalent when several grammatical principles must be recalled and coordinated at the same time, he goes on to say that the same issue will arise when offering test or syntax. When the test is over, the students recall the correct answer and anxiety will be eliminated totally. Thus, anxiety was a product of deeper and more transformative learning. Several studies on speaking test anxiety have been conducted; a summary of some of these studies is offered here.

Cheraghian et al (2008) investigated the link between test anxiety and academic performance among 150 students of Abdan Nursing college were selected 2007. The majority of the students (48.67%) showed mild to moderate levels of anxiety, according to their findings. They also discovered no link between test anxiety and students' overall average score, age, marital status, and level of education; nevertheless, excessive anxiety was linked to a rise in students' bad performance.

Bakkal (2010) investigated the reasons behind students' speaking test anxiety from the perspectives of both the teacher and student among high school English teacher of fifteen years teaching and six students of thirteen age. He stated that anxiety over speaking tests can be caused by a variety of factors. One of the reasons for students' anxiousness during speaking tests is their personal beliefs, they are terrified of making mistakes and having their ability questioned by others, they all believe that motivation, correct pronunciation, and a good accent are essential. As a result, individuals may be disappointed and stressed in the end since they expect to create the language flawlessly. In her study, Bakkal discusses the most common causes of speaking exam nervousness. The following are some of them: Lack of self-confidence due to a lack of vocabulary and weak sentence patterns, students ' belief that their language skills are inferior to those of their classmates, students believe that their abilities to be insufficient and unacceptable. Furthermore, students' worry about speaking tests is caused by teaching practices. When students are given the task of

performing a speaking test in front of a group of people, they become quite anxious; they dislike being in the spotlight and are terrified of making mistakes in front of their peers. The teacher, on the other hand, believes that pupils' unfavorable assessments of their talents induce speaking exam anxiety.

Daly et al (2011) conducted a study with 39 UK secondary pupils who took a mock French-speaking test; only 23 individuals had complete data. A self-report test anxiety questionnaire, an objective heart rate measurement, and performance on a mock French language-speaking test were used. Additional information was obtained from school records in order to assess earlier academic achievement. This study is the first to look into the link between test anxiety, heart rate, and academic achievement in post-compulsory assessments in the United Kingdom. It was discovered that physiological and self-reported test anxiety correlates were related to academic achievement in a significant way.

The influence of gender on foreign language speaking anxiety and learner motivation was investigated by Ötürk & Gürbüz (2012). The research included 225 female and 158 male pre-intermediate students. The participants were given two questionnaires, and 19 students were interviewed. Female students showed a higher level of motivation to learn a foreign language than male students. The findings also revealed that while speaking in English in class, female students are more anxious than male students. Similarly, Hannon (2012) investigated the differences in test anxiety between men and women. It has been discovered that test anxiety is related to gender. It was found that females suffer more test anxiety and have stronger performance-avoidance goals than males. (As cited in Sökman, 2013)

Sökmen (2013) used data acquired by GEPT survey and interview to investigate speaking test anxiety of Cag University preparatory school students in their final exam. In

this study, 126 preparatory school students took part in the survey and 33 preparatory school students took part in the interview. The students' minds went blank during the exam, and they forgot their vocabulary and everything they learned. According to nearly all of the students who took the speaking test, the most common cause was anxiety. This was also evident in the survey results: they were concerned that they would become nervous and forget what they knew (m=3.28), that they would be nervous during the speaking exam (m=3.53), and that their heart would beat faster during the speaking exam (m=3.44). They also mentioned that they are nervous about the speaking examination, despite the fact that they had prepared for it. Furthermore, when compared to female students, male students were far more comfortable during the speaking examination.

Sayin (2015) studied 34 undergraduate students in Turkey's Faculty of Education's English Language Teaching (ELT) Department. Eight men and twenty women were among the 28 participants, whose ages ranged from 18 to 21. For a semester, the subjects took an "Oral Communication Skills" course. The course's evaluation methods comprised not just in-class participation, discussions, and assignments, but also a midterm and final test, which served as the study's core research components. The midterm examination consisted of a traditional face-to-face oral examination with their lecturer. The lecturer had the students practice the TOEFL speaking exam after midterm, which was theoretically explained before midterm but not put into practice in a digital environment. Over the course of five weeks, the students rehearsed TOEFL speaking parts in the computer lab. The students got a computer-based final test after 5 weeks of practice. The course's final speaking exam was held in the computer lab and consisted of simulated problems from TOEFL speaking portions. After the course and tests were completed, the students were handed questionnaires to complete, which took only ten minutes to complete. In addition, several students were chosen at random to be interviewed in order to corroborate the

questionnaire results. Students' anxiety levels during computer-based oral exams were compared to students' anxiety levels during face-to-face oral exams in this study. According to the findings of the study, computer-based oral tests did not help to remove or minimize oral exam anxiety, and individuals had identical opinions toward both types of tests.

Irzawati & Hasibbuan (2016) studied seventy-eight freshmen to see if there is a link between speaking anxiety and performance. The students were given a questionnaire to fill out, which had 34 unique statements. A speaking exam in the form of role-playing was provided to the students to acquire data on their speaking anxiety, and it was evaluated using an adopted speaking rubric that focused on pronunciation, grammar, vocabulary, understanding, and fluency elements. The data analysis clearly shown that there is a significant relationship between speaking anxiety and speaking performance, as well as the assertion that students with high speaking proficiency also experience speaking anxiety. He concluded by suggesting self-reflection activity as a way to deal with speaking fear, which is backed by Anandary's (2015) finding that there are three parts to dealing with students' speaking anxiety: self-reflection activity, recognizing strengths and flaws, and building confidence.

Valencia Robles (2017) conducted a study in 2014-2015 at Universidad de Alcalá (Guadalajara, Spain) to investigate the causes of test-takers' poor oral performance in the speaking section of the aptis test. Thirty-one students, 23 females and 8 males, with an age range of 17-21 years old of the teaching career took the aptis test. They were the first students in Guadalajara, Spain, to take the examination. As a result, they were unfamiliar with the format and had not received any test-training. The group, on the other hand, did well in the reading, writing, and listening areas. The speaking segment was the source of the issue. A self-developed online forum on the Blackboard platform was created to collect

information about participants' views and ideas about the computer-based oral test they took. The seven open-ended questions were centered on three key themes: familiarity with the aptis speaking test, ergonomics, and sentiments about it. According to the findings, the individuals showed signs of test anxiety throughout the assessment of their speaking skills.

I.2. Conclusion

One of the emotional factors that has a detrimental impact on students' impressions of foreign language acquisition is foreign language anxiety. As a result, most students are concerned about speaking a foreign language. There is a considerable link between speaking anxiety and speaking performance, according to previous studies. However, they did not explain the reasons why EFL students experience speaking anxiety during exam situation. Furthermore, numerous research used diaries, interviews, and questionnaires based on FLCAS created by Horwitz et al (1986) to reveal the various reasons of anxiety and foreign language anxiety-particularly speaking anxiety in the classroom- while there have been a few studies conducted to study the factors that cause EFL students 'speaking test anxiety in general and Algeria in particular. Moreover, in the same studies, students were given closed-ended questions rather than open-ended ones, which would assist the researcher in gaining more actual evidence on how students respond to speaking anxiety in exams, how their anxiety affects their speaking performance, how they are dealing with it, and suggest solutions to overcome this regarded issue. Similarly, some researchers did not use a large sample of participants in their studies, which can affect the data's generalizability. This study began with these research gaps. Furthermore, the necessity to investigate teachers' and students' perspectives of factors affecting Algerian EFL undergraduate learners' speaking in a test-taking environment shaped the current study. This research is significant for both students and teachers because a better understanding of speaking test anxiety will help them overcome the problem and enhance their awareness of

the barriers facing Algerian EFL undergraduate students' speaking skill development. To address this aim, the current study asks the following questions:

Q1: To what extent Algerian university EFL students experience speaking test anxiety?

Q2: What are the factors contributing to students' speaking test anxiety from the perspectives of both students and teachers?

Q3: How does test anxiety affects Algerian EFL undergraduate students' oral performance?

Q4: What are the strategies used by students and teachers to reduce students' speaking test anxiety?

Chapter Two

Methodology

II.1. Introduction

The purpose of this research is to learn more about the prevalence of test anxiety among Algerian EFL undergraduate students, the reasons they suffer test anxiety, the consequences of test anxiety on their oral performance, and suggest potential remedies to help them overcome their speaking test anxiety.

In order to be satisfactory, any descriptive research must include a practical component. As a result, this chapter is devoted to the methodology used to guide the current research. It is divided into four sections: The first section is titled "Data Collection Procedures", and it contains the research methodologies employed in the study, as well as the context and sample population. The second section is titled "Data Collection Tools", and it contains the tools used to gather the needed data, while the third one which titled "Procedures of Data Analysis" contains the data analysis used to analyze the gathered data, in addition to the validity and reliability of the study.

II.1.1. Data Collection Procedures

II.1.1.1. Research Methods

The researcher used a mixed method technique to collect both quantitative and qualitative data in order to answer the research questions posed at the start of the study.

II.1.1.2. Context and Population

This research is being carried out at Biskra University's English department. Bachelor degree students and university EFL teachers in the same department were chosen as the study's target population. The sample comprises of 68 students who are studying oral Expression module and were chosen at random from various LMD levels, the majority of the participants were female (79.41%) rather than males (20.59%) ranging from 18-28 ,

(23.53%) were first year level students, (14.71%) were second year level students, whereas greater part was held by third year level students (61.76%). The majority of the participants' mother tongue was Arabic (94.12%) rather than Berber (5.88%). Participants' English language learning experience ranged from seven to fifteen, and average number of years they spent learning English is (9.59). The researchers did not choose a specific level because they intended to include all of the students in this study so that they could compare the levels of test anxiety among them and generalize the findings. Furthermore, the other population the researcher has chosen to participate in their study is university EFL teachers in the same department. The sample consists of five (5) instructors who are currently teaching or have previously taught the oral expression module; teachers were not picked at random; rather, the researcher chose instructors who are responsible for teaching the oral expression module to give them with consistent information. The majority of the participants (100.00%) were male. Teachers' age mean (m=38.60) ranging from 30-47 years old, (80.00%) were full-time teachers, and only one (20.00%) was part-time one, the majority of the participants (80.00%) had a PhD degree, while the rest (20.00%) had an MA, their teaching experience mean (5.6) ranged from one year to ten years (1-10). As a result, the teacher sample used by the researcher is a mix of old and new teachers who have taught the oral expression module.

II.1.2. Data Collection Tools

The data of the present study was collected through a questionnaire that was administered to a sample of learners in the department of English (**Appendix A**), and teachers in the same department (See **Appendix B).**

II.1.2.1. Students' Questionnaire

The researcher has chosen a semi-structured questionnaire for students with the aim of discovering the presence of speaking test anxiety among undergraduate students in the department of English at Mohamed Kheider University; they also wanted to know how foreign language learners perceive and experience anxiety in oral expression exams, as well as the causes of test anxiety and possible solutions. The questionnaire is broken into three sections, with eighteen (18) items including Likert scale questions, categorized questions, and some questions requiring students to provide an explanation, justification, or suggestion. The first section of the questionnaire consisted of ten (10) questions about the students' **"profile information."** The second one had five (5) questions about **"Anxiety and its Effects on Learners' Oral Performance,"** while the third had three (03) questions about **"Techniques to Reduce Learners' Speaking Anxiety".** The questionnaire was a useful instrument for gathering both qualitative and quantitative data from respondents, and the results would be examined together in order to meet the research objectives. The questionnaire was distributed to a significantly larger number of possible participants, and sixty-eight of them completed it and returned it to the researcher. The questionnaires were all handed in person and forwarded in the same manner.

II.1.2.2. Teachers' Questionnaire

The researcher chose a semi-structured questionnaire for teachers in order to discover the presence of speaking test anxiety among undergraduate students in the department of English at Mohamed Kheider University; they also want to know how foreign language teachers perceive the factors that cause students' speaking anxiety in test-taking situations, and offer solutions to overcome it. The questionnaire is organized into three sections and has fifteen (15) items, including Likert Scale questions. For some questions, teachers are asked to provide an explanation, reason, or alternative suggestion. Six (6) questions dealt

with the teachers' **"Profile information"** in the first section. The second one had six (6) questions regarding **"Anxiety and its Effects on Learners' Oral Performance,"** while the third had three (03) questions on **"Techniques to Reduce Learners' Speaking Anxiety".** The questionnaire was a useful instrument for gathering both qualitative and quantitative data from respondents, and the results will be reviewed in order to meet the research objectives. I distributed the questionnaire to a much larger group of possible participants, but only five (5) teachers returned their completed copies. The whole questionnaire was emailed to a number of professors electronically and forwarded via the same channel.

II.1.3. Procedure of Data Analysis

II.1.3.1. Quantitative Data Analysis

The quantitative data analysis is used in this work in order to analyze the closed-ended questions of the questionnaire. The quantitative data was analyzed utilizing descriptive statistical analysis such as mean, standard deviation, total, maximum value, and minimum value on an Excel sheet.

II.1.3.2. Qualitative Content Analysis

The qualitative content analysis is used in this research to analyze the open-ended questions of the questionnaire. The qualitative data was analyzed using thematic coding. Students' responses were used to create codes, categories, and broad themes. The patterns and discrepancies between students' perspectives on the topic of anxiety in oral expression tests were then arranged using these topics. The analysis was carried out in Excel.

II.1.4. Validity and reliability

This section introduces the validity and reliability of the current Study's findings. First, the researcher was there when the students were given the questionnaire; they asked the

students if they had any difficulty comprehending any of the questions, and they translated some words from English to their mother tongue to ensure that they understood everything. As a result, the outcome measurements are valid and trustworthy.

II.2. Conclusion

To summarize, we sought to translate a theoretical vision into practice in this section. This chapter offered the methodology and covered the research method, the study's population, the questionnaire's data collecting, and the validity and reliability of the current study.

Chapter Three

Presenting the Findings

III.1. Introduction

The present chapter introduces and evaluates the findings of the two questionnaires in order to answer the study questions that were previously proposed. This chapter is divided into four sections: the first section discusses the levels of speaking test anxiety among Algerian EFL undergraduate students, the second section discusses the factors that cause speaking test anxiety among Algerian EFL undergraduate students, the third section discusses the effects of test anxiety on Algerian EFL undergradue learners' oral performance, and the fourth section discusses strategies and suggestions for reducing Algerian EFL undergraduate learners' speaking test anxiety. The data is presented in percentages and is grouped in tables and pie charts.

III.1.1. Questionnaire Results

III.1.1.1. Section One: Levels of speaking test anxiety among Algerian EFL undergraduate Learners

III.1.1.1.1. From Students' Perspectives

1. **How do you feel when speaking English in oral expression exams?**

Table III.1. EFL university students' feelings when speaking English in oral exams

Students' feelings towards oral exams	Gender	Frequency	Percentage
Anxious	*Female students*	32	47.06%
	Male students	5	7.35%
	Total	**37**	**54.41%**
Not anxious (Relaxed)	*Female students*	18	26.47%
	Male students	7	10.29%

		25	36.73%
	Total	25	36.73%
Neutral	*Female students*	4	5.88%
	Male students	2	2.94%
	Total	6	8.82%

This table indicates that more than half of the students (54.41%) consider anxiety as the source of their difficulties when speaking English in oral exams, while (36.73%) of the respondents have answered that they are relaxed when speaking in test-taking situation. As a result, students are terrified of performing, which increases their stress and anxiety, while the rest opted for neutrality (8.82%). Furthermore, as shown in the table above, male students were less worried than female students, with (7.35%) worried compared to (10.29%) relaxed, but female students were anxious (47.06%) compared to just (26.47%) relaxed. Furthermore, based on the analysis of the profile information and the comparison between anxious students and relaxed ones, the results showed that relaxed students are more likely motivated to speak in English (m=3.20) than anxious students (m=2.56), to participate their language outside of class (m=2.84), and to participate in class (m=2.84). These students have been studying English for almost nine years and a half (m=9.68), with the number of years ranging from seven to fourteen. In contrast, anxious students were less motivated to speak in English (m=2.75), to practice their English outside the class (m=2.32), and to participate in class (m=2.32) comparing to those who stated that they are relaxed, their marks mean (m=15.00) ranging from twelve to eighteen. Students who were anxious have been also studying English for almost nine years and a half (m=9.75) with the number of years ranging from seven to fifteen, and their marks mean (m=13.71) ranging from ten to sixteen. Additionally, learners who began learning English in elementary school were divided into two groups: first, those who stated that they are anxious despite having begun learning English in elementary school (their experience ranges from twelve

to fifteen years) were less motivated to speak English (m=1.80), the mean is below average, implying that they are rarely inspired to speak English, participate in class (m=1.80), and to practice English outside of class (m=2.80). Their mean grade (m=14.90) ranges from fourteen to sixteen. Second, individuals who said that they started learning English in elementary school and are relaxed (their experience runs from nine to fourteen years) were more likely to be inspired to speak in English (m=3.75), practice English outside of class (m=4.00), and engage in class (m=3.00). Their average grade (m=15.50) is in the fifteen to sixteen range. Furthermore, (43.75%) of first year students were relaxed, (37.50%) were anxious, while (18.75%) were neutral. According to third year students, (42.86%) were relaxed, (50.00%) were anxious, while (7.14%) were neutral. However, second year students were all anxious (100.00%) while no one of them were relaxed (0.00%). Besides, (88.88%) of the students whose ages ranged from 22 to 28 were anxious, whereas only (11.11%) were relaxed.

2. **To what extent do you feel motivated to speak in English?**

Table III.2. EFL university students' attitudes towards speaking English.

	Mean	**SD**	**Sum**	**Min**	**Max**
Male students	3.00	0.78	42	2	4
Female students	2.78	0.90	150	0	4
Total	**2.82**	**0.88**	**192**	**0**	**4**

Note (0=never, 4= always) Min= Minimum value, Max= Maximum value

As can be seen in **Table III.2**, the majority of students seems to be motivated to speak in English (m=2.82); the mean was above average with a standard deviation of (0.88); and their views toward speaking English varied from never to always. Male students, on the other hand, are more likely to be motivated to speak English (m=3.00) than female students

(m=2.78). Furthermore, male students' attitudes toward speaking English range from sometimes to always, with a standard deviation of 0.78, whereas female students' attitudes range from never to always, with a standard deviation of (0.90).

Justify your answer

Table III.3. Reasons why EFL university students are motivated to speak in English

Reasons why students are motivated to speak in English	Sub-reasons	Frequency	Percentage
Intrinsic motivation	*Need of today's world*	8	22.86%
	Self-upgrade	9	25.71%
	Sharing information	2	5.17%
	interacting with colleagues	4	11.43%
	Self-confidence promotion	2	5.17%
	Liking the language	9	25.71%
	Total	**34**	**97.14%**
Extrinsic motivation	*Teacher's motivation*	**1**	**2.86%**
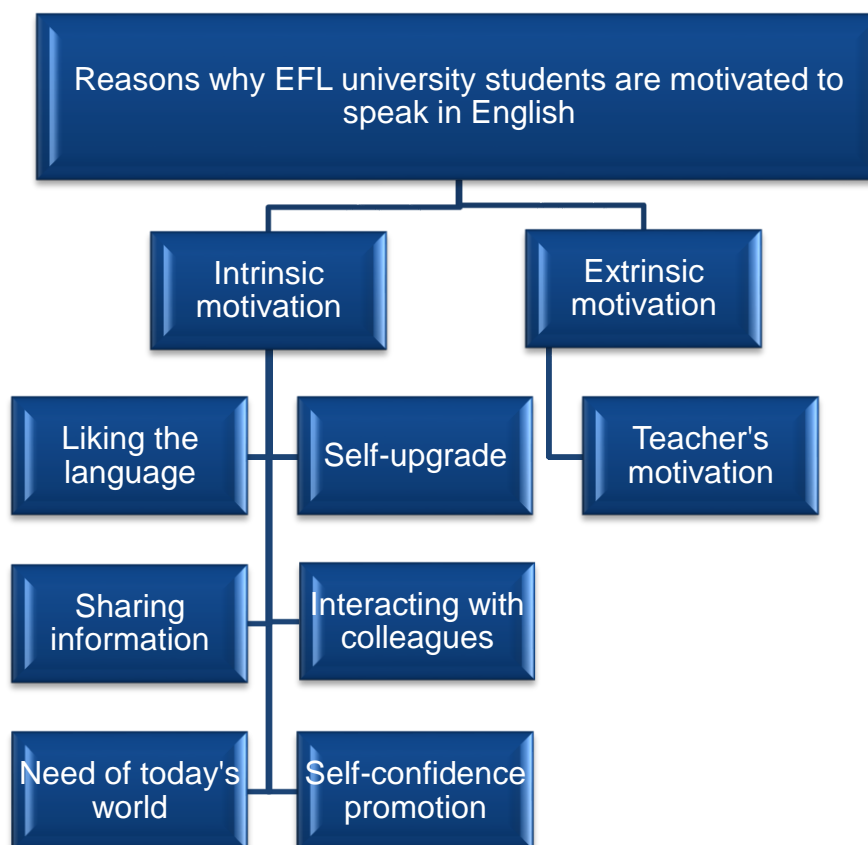
Figure III.1. Reasons why EFL university students are motivated to speak in English.

The researcher wants to determine what encourages learners to speak English in this inquiry. The causes for students' motivation are shown in the main **Table III.3** above. The majority of participants are clearly driven to talk in English by intrinsic motivation (97.14%). Some students stated that they are motivated to speak in English because they enjoy doing so, and that by doing so frequently, they will immediately improve their English language skills (25.71% for each). (22.86%) of those polled said they are motivated to talk in English because it is an international language that they require everywhere. (11.43%) of them claimed that they prefer to communicate in English with their peers and others. While the remainder of them stated that, they prefer to communicate in English when sharing knowledge with others and that speaking English boosts their confidence (5.17% for each). Surprisingly, the data above demonstrate that there were

essentially no extrinsic factors motivating learners to speak English, as only one student (2.86%) claimed that their teacher's motivation was the basis for their enthusiasm to speak English "extrinsic motivation". Students who answered that they dislike speaking in English indicated that public speaking is their main reason because they dislike it, they are shy and uncertain in themselves, and they are frightened of making mistakes. Others, on the other hand, said that they lack incentive to speak English due to a lack of presenting tasks in the classroom, as well as a lack of people with whom they can converse.

3. **What kind of English tests do you prefer to take?**

Table III.4. The preferred language-testing format of EFL university students.

Kind of English tests	Gender	Frequency	Percentage
Written tests	*Female students*	46	68.67%
	Male students	6	8.97%
	Total	**52**	**77.62%**
Oral tests	*Female students*	7	10.44%
	Male students	8	11.94%
	Total	**24**	**22.38%**

As it is shown in **III.4.**, the majority of students (77.62 %) prefer written tests to oral ones. Those who would rather be assessed orally are represented by population (22.38%). Furthermore, as shown in the table above, male students prefer to take oral tests (11.94 %) over written assessments (8.97 %). Female students, on the other hand, do not prefer oral testing, preferring instead to be tested in writing (68.60%). Population (10.44%) represents those who would rather be assessed orally. Students who preferred to be assessed orally were more likely to communicate in English (m=3.13), to practice their language outside

of class (m=2.73), and to participate in class (m= 2.53). These students have been studying English for almost nine and a half years (m=9.53), with the number of years ranging from seven to fourteen, and their marks mean (m=15.02) ranging from twelve to seventeen. Furthermore, the majority of students who prefer to take oral tests were unconcerned about taking them, accounting for (73.33%), whereas (20%) were concerned.

Justify your answer
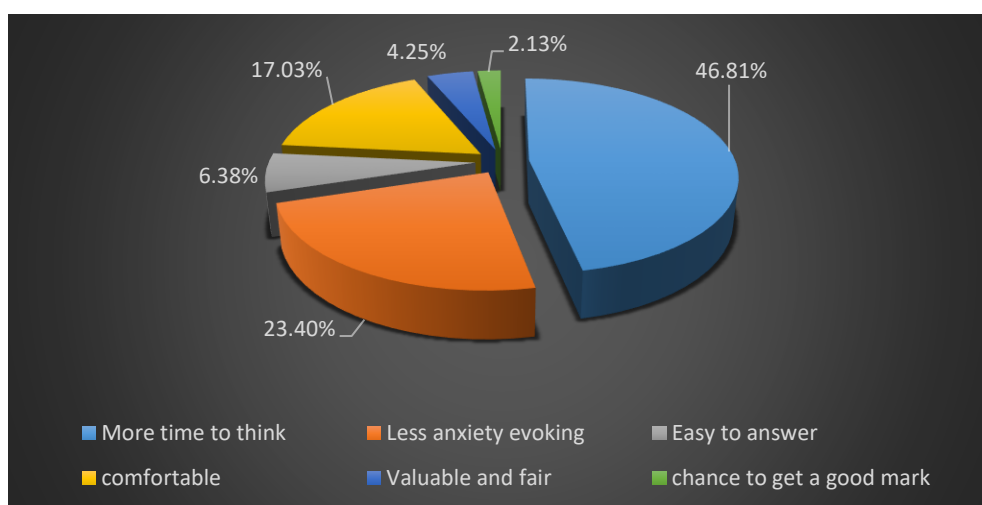
Figure III.2. Reasons why EFL university students chose written tests.

   Figure III.2, indicates that nearly half of students who prefer written examinations said that they have more time to consider before answering the questions (46.81%), while (23.40%) said that written tests are less stressful. Others claim that written tests are more comfortable (17.03%), easier to respond (6.38%), valuable and fair (4.25%), and have a better chance of getting a decent grade (2.13%). Others argued that oral tests make them very stressed by using phrases like :"an oral test would cause panic and I will eventually mix up the information I am going to present", "at least I am facing a paper and not a freaking eyes looking at me" , "I have an anxiety in oral tests", "I have an anxiety of talking in front of a lot of people", "I forget all the work in oral presentations", and "Oral tests are hard and I don't feel confident when I'm talking". However, students who prefer

oral testing, on the other hand, said that they like oral examinations because they can utilize the language and improve their speaking skills; they also said that they dislike writing because they are better at speaking than writing and prefer oral testing to prevent spelling mistakes. They utilize expressions like "to avoid spelling mistakes", "I am not good at writing", "I hate writing", "I'm bad at spelling so my oral skills are much better", "I am good in speak more than writing".

III.1.1.1.2. From Teachers' Perspectives

1.   **What do your learners feel when speaking English in oral expression exams?**

Table III.5. EFL university students' feelings when speak English in oral exams.

N	Mean	SD	Sum	Min	Max
5	2.6	0.89	13	1	3

Note (1=very anxious, 5=very relaxed) Min= Minimum value, Max= Maximum value.

Table III.5 indicates that EFL university students experience high to moderate level of speaking test anxiety (m=2.6), according to teachers, with standard deviation of (0.80), and sum of 13 ranging from very high level of anxiety to moderate level of speaking test anxiety.

2.   **To what extent are your learners motivated to speak in English?**

Table III.6. EFL university students' attitudes towards speaking English according to teachers.

N	Mean	SD	Sum	Min	Max
5	3.20	0.84	16	2	4

Note (1= never, 5= always) Min= Minimum value, Max= Maximum value.

As can be seen in **Table III.6**, teachers revealed that students are sometimes encouraged to communicate in English and sometimes are not (m=3.20) with a standard deviation of (0.84) and a Sum of 16 ; and their attitudes regarding students' motivation to speak English ranged from occasionally to constantly.

Why?

Some professors noted that their students are encouraged to speak English because speaking is a communicative and interactive skill that is relevant to their subject of study. The rest, on the other hand, claimed that they are occasionally urged to communicate in English due to hesitation issues, such as a fear of expressing themselves in front of their colleagues and when they find the topic is unfamiliar. Other time, their linguistic ineptness prevents them from speaking.

III.1.1.1.2. Section Two: Factors causing Algerian EFL undergraduate students' speaking test anxiety

III.1.1.1.2.1. From Students' Perspectives

3. **If you feel anxious, what do you think are the reasons of your possible anxiety?**

Table III.7. Factors affecting EFL university students' speaking test anxiety

Factors	Sub-factors	Frequency	Percentage
	Insufficient Expression	1	3.12%
	Insufficient vocabulary	2	6.25%
Linguistics factors	*Inaccurate pronunciation*	1	3.12%
	Total	**4**	**12.50%**
	Fear of the audience	8	25.00%
	Fear of making mistakes	8	25.00%

Psychological Factors	Lack of confidence/ Low self-esteem	3	10.00%
	Previous failures	1	3.12%
	Shyness	2	6.25%
	Fear of negative evaluation	5	15.62%
	Total	**22**	**68.75%**
Learning environment factors	Lack of Practice	4	12.50%
	Lack of familiarity with the involved topic	1	3.12%
	Total	**5**	**15.62%**
Teacher-related factors	Teacher's way of evaluation and assessment	**1**	**3.12%**
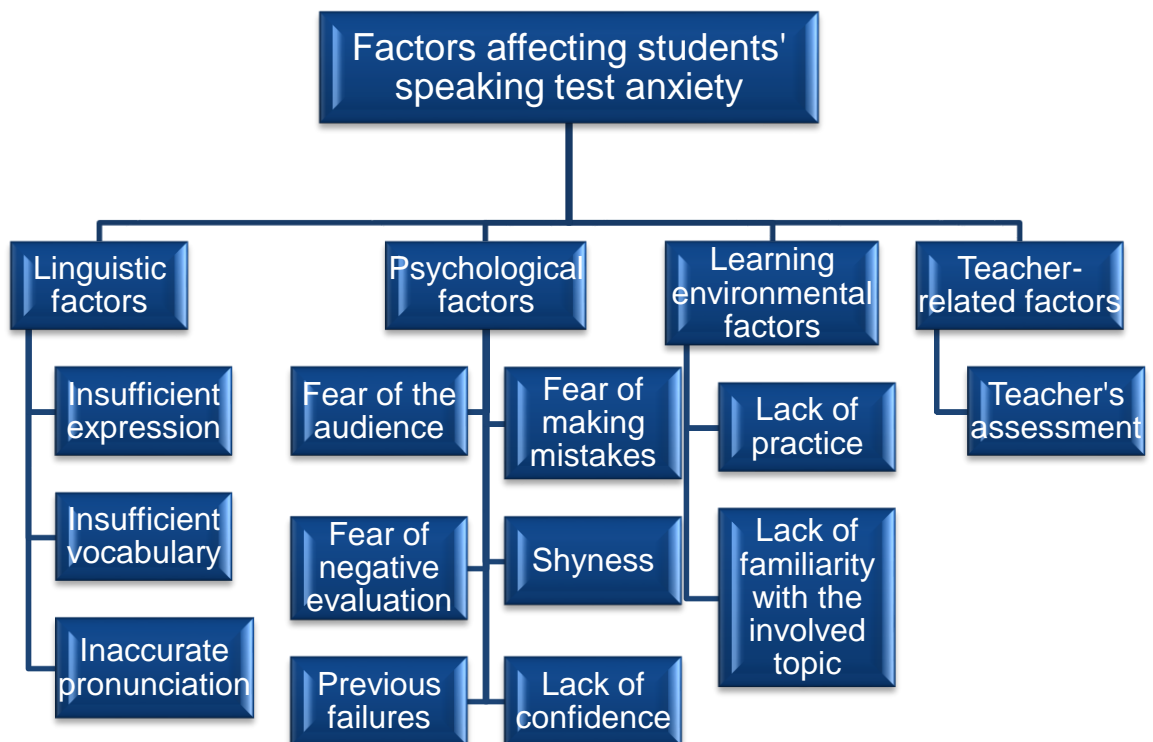
Figure III.3. Factors affecting EFL university students' speaking test anxiety

Table III.7, presents the factors causing EFL students' speaking anxiety in exams relating to the linguistic and psychological factors as well as environmental ones. The above table revealed that the majority of the participants (68.75 %) considered psychological factors to be their primary barrier to affecting their ability to speak English. The majority of them stated that fear of the audience and fear of making mistakes (25.00% for each), as well as fear of negative evaluation (15.62%), were the primary causes of speaking anxiety, followed by lack of confidence/ low self-esteem (10.00%), shyness (6.25%), and previous failures (3.12%). Furthermore, as seen in the table above, an inadequate learning environment causes speaking anxiety. The findings revealed that (15.62%) of students were dissatisfied with their learning environment due to a lack of opportunities to practice the language (12.50 %) and unfamiliarity with topics (3.12 %). Furthermore, (12.50 %) found linguistic aspects to be a barrier to their speaking English; learners agreed that insufficient vocabulary (6.25 percent) was their most difficult challenge in English speaking, followed by insufficient expressions (3.12%) for each one. Only one student, on the other hand, claimed that the teacher's method of evaluation was the source of their speaking anxiety (3.12 %).

III.1.1.1.2.2. From Teachers' Perspectives

1. **In your opinion, what are the possible factors, which may lead to speaking anxiety in exams?**

Table III.8. Factors affecting EFL university students' speaking in oral exams according to teachers.

Factors	Sub-factors	Frequency	Percentage
Linguistics factors	*Poor linguistic background*	1	8.33%
Psychological Factors	Fear of the audience	1	8.33%
	Fear of making mistakes	1	8.33%
	Lack of confidence/ Low self-esteem	2	16.67%
	Family pressure	1	8.33%
	Shyness	1	8.33%
	Fear of negative evaluation	1	8.33%
	Total	**8**	**66.67%**
Environmental factors	Lack of Practice	1	8.33%
	Family background	1	8.33%
	Total	**2**	**16.67%**
Teacher factors	Teacher's methods of instruction and assessment	**2**	**16.67%**
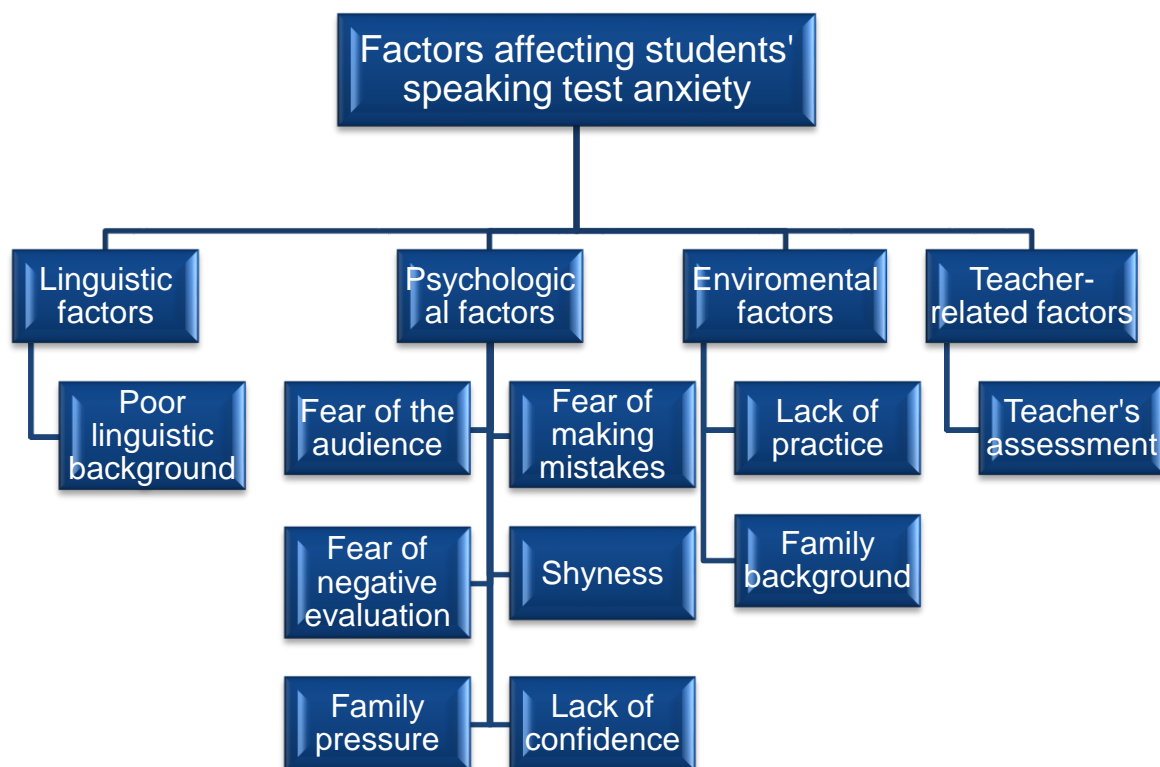
Figure III.4. Factors affecting EFL university students' speaking in oral exams according to teachers.

Table III.8 lists the factors that contribute to EFL students' speaking anxiety in exams, including linguistic, psychological, and teacher factors, as well as environmental factors. According to the above table, the majority of participants (66.67%) considered psychological factors to be the primary barrier affecting students' ability to speak English. The majority of them (16.67 percent) stated that students' lack of confidence was the primary cause of their speaking anxiety, followed by fear of the audience, fear of making mistakes and receiving negative feedback, shyness, and family pressure (8.33% for each). Furthermore, as shown in the preceding table, an insufficient learning environment causes speaking anxiety. According to the findings, students experience speaking anxiety as a result of their lack of practice and family background (8.33% for each). Furthermore,

teachers perceived linguistic aspects to be a barrier to their students speaking; they agreed that the most difficult challenge in speaking English was students' poor linguistic background (8.33%). Another teacher, on the other hand, claimed that the teacher's method of instruction and evaluation was the source of the students' anxiety when speaking (16.67%).

III.1.1.1.3. Section Three: The effects of test anxiety on Algerian EFL undergraduate learners' oral performance

III.1.1.1.3.1. From Students' Perspectives

1. **How does your anxiety affect your performance during oral expression exams?**

Table III.9. The effects of test anxiety on EFL university students' oral performance

Consequences of anxiety on students' oral performance in test-taking situation	Sub-effects	Frequency	Percentage
	Pronunciation problems	2	6.45%
Linguistic consequences	*Grammatical mistakes*	4	12.90%
	Expression problems	6	19.35%
	Vocabulary problems	9	29.03%
	Total	**21**	**67.74%**

Psychological consequences	*Nervousness and shamefulness*	1	3.22%
	Bumbling	2	6.45%
	Shakiness	2	6.45%
	Desire to just finish the test	2	6.45%
	Lack of self-control	2	6.45%
	Total	**9**	**29.03%**
Environmental Consequences	*Lack of language improvement*	**1**	**3.22%**
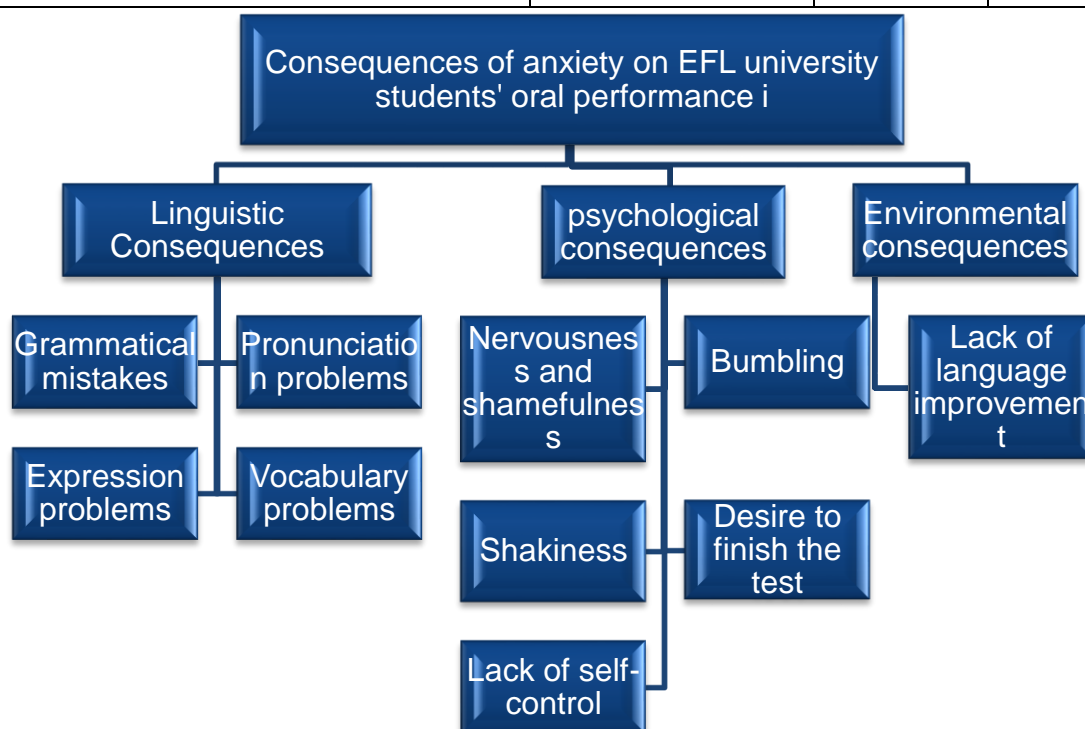
Figure III.5. The effects of test anxiety on EFL university students' oral performance

Table III.9 conclusively presents the effects of anxiety on students' oral performance during exams. Students who admit that nervousness impairs their oral performance in exams have described that they forget words (vocabulary problems) (29.03%), they also

lose their ideas (19.35%) and are unable to convey them (expression problems), Anxiety also causes students' grammar and leads them to make grammatical mistakes (12.90%), while its impacts on student pronunciation represent (6.45 %). Furthermore, anxiety has psychological impacts; worried students say that they felt shaky, bumbling, and unable to control themselves, and that all they wanted to do was finish the test regardless of how they performed; each of them represents a different group of students (6.45 %). Whereas, only one anxious student, on the other hand, stated that they was nervous and embarrassed (3.22 %). Anxiety's impacts did not stop at these stages; in fact, another student reported that he was unable to enhance his English because of anxiety (3.22 %).

III.1.1.1.3.2. From Teachers' Perspectives

1. **Anxiety affects learners' oral performance**

Table III.10. Teachers' opinions on speaking anxiety.

N	Mean	SD	Sum	Min	Max
5	4.20	0.84	21	2	4

Note (1= strongly disagree, 5= strongly agree) Min=Minimum value, Max=Maximum value

This question seeks to determine whether students' feelings of anxiousness during learning have an effect on their ability to talk. The accompanying table above clearly illustrates that the entire sample of teachers firmly agreed that worry has a significant impact with Mean of (4.20) and standard deviation of (0.84), Sum of (21), Min of (2) and Max of (4).

2. How would you describe the relationship between anxiety and its effect on EFL learners' oral performance?

Teachers were asked what they thought about the relationship between anxiousness and students' oral performance in general in this item. All of the teachers agreed that anxiety hinders students' learning in many circumstances and has a detrimental impact on their speaking performance; one of the teachers described the relationship between the two variables as causal. The teachers rationalized their responses by claiming that anxiety causes emotions of unease and discomfort in the environment (teacher and classmates), making students fearful of making errors or being ridiculed by others. However, one of the five said it can be helpful in that it encourages them to talk or negative in that it prevents them from speaking.

3. What are the most challenging speaking obstacles encountered by EFL learners in the oral expression exam?

Table III.11. Challenging speaking obstacles encountered by EFL university learners in oral exams

Challenging speaking obstacles encountered by EFL learners in oral exams	Sub-effects	Frequency	Percentage
Linguistic problems	*Pronunciation problems*	1	6.67%
	Grammatical mistakes	1	6.67%
	Expression problems	3	21.42%
	Vocabulary problems	2	14.28%

	Total	7	**50.00%**
Psychological effects	*Shyness*	2	14.28%
	Lack of self-esteem	1	7.14%
	Fear of the audience	1	7.14%
	Fear of making mistakes	1	7.14%
	Fear of negative evaluation	1	7.14%
	Hesitation	1	7.14%
	Total	7	**50.00%**
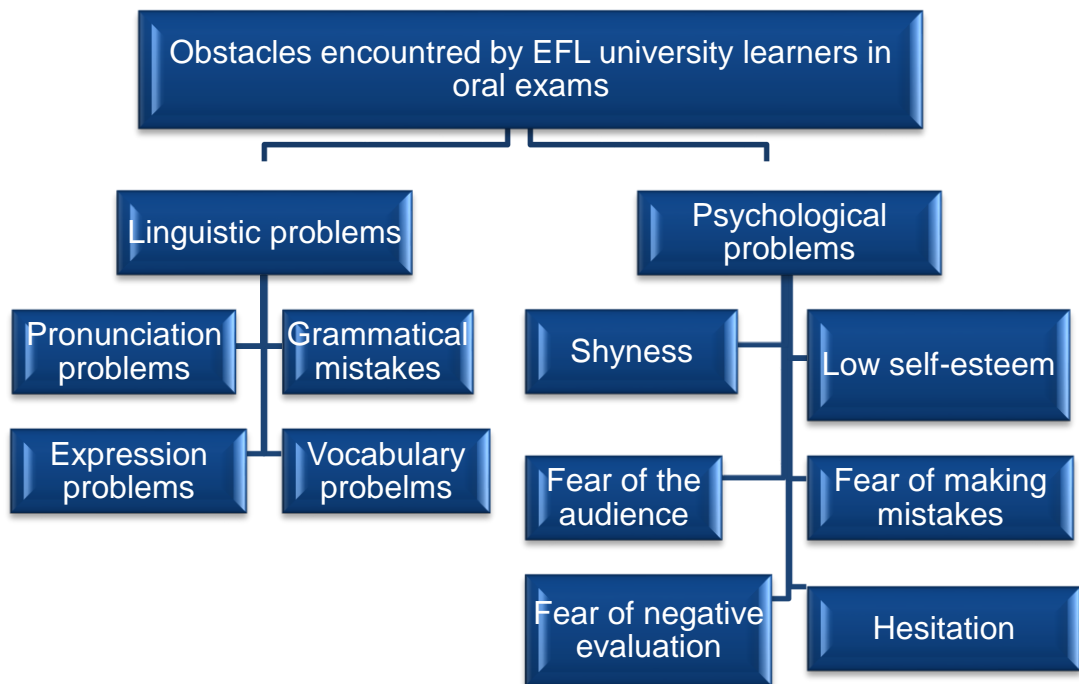
Figure III.6. Challenging speaking obstacles encountered by EFL university learners in oral exams**.**

Table III.11 summarizes the challenging speaking hurdles faced by EFL university students in oral exams. According to teachers, nervousness is the primary factor that negatively affects students' oral performance during tests. Teachers admitted that anxiousness impairs students' oral performance in exams, resulting linguistic problems such as losing their ideas and being unable to generate, make relevant, and convey them (21.42 %), they also forget words (14.28%). Anxiety also affects pupils' grammar, causing them to make grammatical errors and mispronounce words (7.14% for each). Additionally, anxiety has psychological effects on students; teachers have observed psychological indications of anxiety in anxious students. They noted that shyness (7.14%), and hesitant speech (7.14%) are all signs of anxiety, and that students make mistakes while speaking in public due to fear of the audience (7.14%), worry of making mistakes (7.14%), and fear of being judged by their teacher and classmates (7.14%). They went on to say also that, anxious students have low self-esteem (7.14%).

III.1.1.1.4. Section Four: Strategies and some suggestions to reduce Algerian EFL undergraduate learners speaking test anxiety

III.1.1.1.4.1. From Students' Perspectives

1. How do you deal with anxiety in oral expression exams?

Table III.12. Strategies used by EFL university students to deal with speaking test anxiety

Strategies used by learners to cope with anxiety in oral exams	Sub-strategies	Frequency	Percentage
	Breathing techniques	9	23.07%
	Avoiding eye contact	3	7.69%
Body language use	*Self-motivation/ Mental*	14	35.90%

	exercises		
	Total	**26**	**66.67%**
Environment techniques	*Well preparation*	6	15.38%
	Memorization	2	5.13%
	Practicing in front of classmates	2	5.13%
	Having conversation with friends and family	1	2.56%
	Total	**11**	**28.20%**
Teacher's assistance	*Asking for teacher's help*	2	5.13%
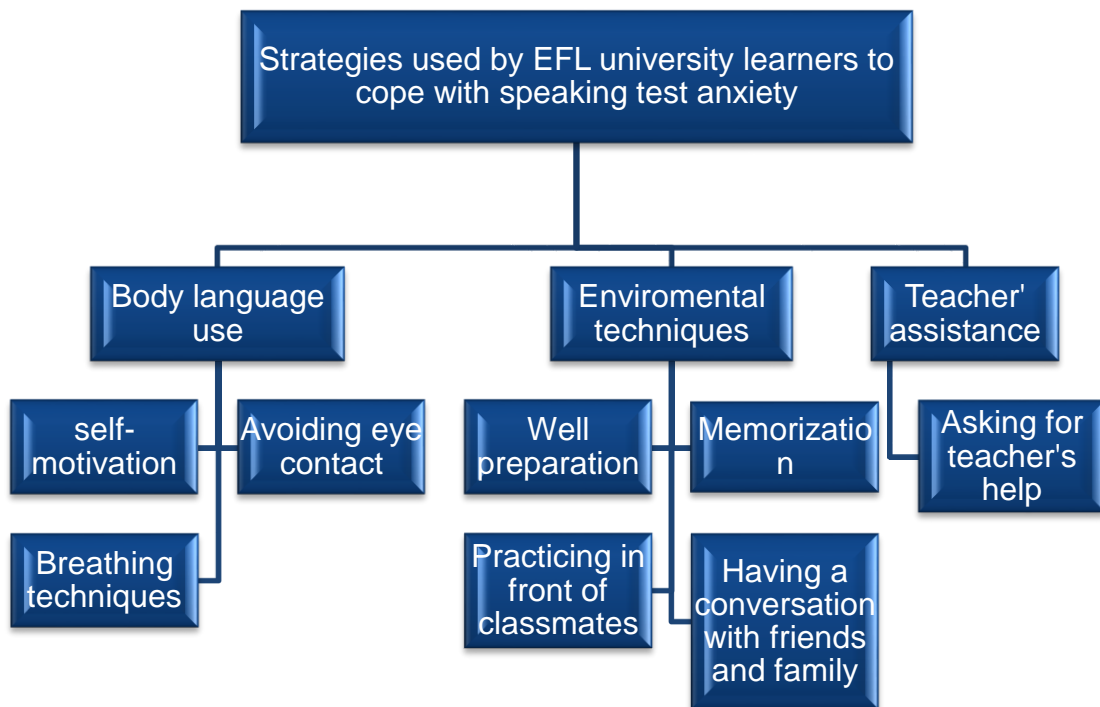
Figure III.7. Strategies used by EFL university students to deal with speaking test anxiety

As shown in **Table III.12**, the majority of participants (66.67%) used their body language strategies including self-motivation/mental exercises (35.90%), breathing techniques (23.07%) , and avoiding eye contact (7.69%) were all employed by the majority of

participants (66.67%) to alleviate their speaking anxiety during the oral exam. (28.20%) of

the participants used environment strategies to reduce their speaking anxiety, such as well-

prepared topics (15.38 %), memorization, and practicing in front of classmates (15.14 %

for each), and only one of them used conversations with friends and family to reduce their

speaking anxiety (2.56 %). In addition to ask for teacher' assistance.

2. **What does your teacher do to help you speak English without being anxious?**

Table III.13. Strategies used by teachers to reduce their students' speaking test

anxiety

Teachers' strategies to reduce students' anxiety	Sub-strategies	Frequency	Percentage
Topic-related strategies	*Engagement with the topic*	2	4.65%
	Suggesting words and ideas	3	6.97%
	Asking questions	1	2.32%
	Giving time to think and remember the thoughts	9	20.93%
	Total	**15**	**34.88%**
Facial expression and body language techniques	*Positive gesture and eye contact*	6	13.95%
	Verbal motivation and use of humor	14	32.56%
	Total	**20**	**46.51%**

| Classroom-related techniques	Testing students apart	1	2.32%
	Practicing more in class	1	2.32%
	Creating favorable atmosphere in the class	1	2.32%
	Doing funny activities	1	2.32%
	Total	**4**	**9.30%**
No strategy used	Nothing	**4**	**9.30%**
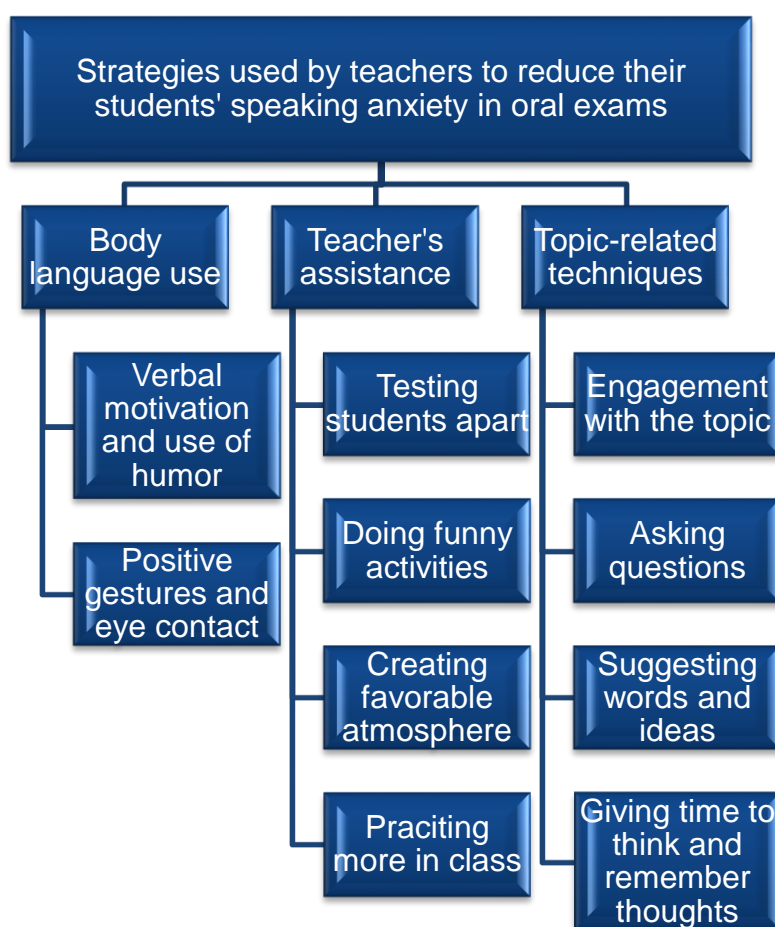
Figure III.8. Strategies used by teachers to reduce EFL university students' speaking test anxiety

As shown in **Table III.13**, the majority of participants (46.51%) said that their teachers used their body language and facial expression to help them reduce their speaking anxiety

by employing verbal motivation and humor (32.56%) as well as nonverbal communication such as positive gestures and eye contact (13.95%). (34.88%) of the participants said that their teachers assist them throughout the exam by providing them more time to consider and remember their thoughts (20.93%), proposing words when they are unable to speak due to fear (6.97%), interacting with the issue (4.65%) , and asking questions to keep the speech going (2.32 %). Others reported that their teachers employ a variety of tactics to lessen their anxiety in the classroom, including testing students apart, practicing more in class, establishing a positive atmosphere, and engaging in amusing activities (2.32 %for each). (9.30%) of the respondents, on the other hand, said that their instructors do not utilize any strategy to assist them deal with their anxiety.

3. Could you suggest other solutions or techniques for your teacher to reduce anxiety while speaking English in exams?

Being a good teacher entails more than just being competent at the subject. A competent teacher should not only have an excellent academic background, but also a good background about their subject, students' psychology; for example, a certain amount of anxiousness that learners may experience while learning a foreign language or especially in test taking situation has a negative impact on their language. As a result of the researcher's question, students were asked to provide insights into their points of view and techniques they prefer to be exposed to from their teachers in a test-taking situation in order to feel less anxious.

Some students felt that the only method to lessen nervousness is to practice speaking the language, which can boost their self-esteem. They can also view speaking techniques and self-motivation videos on YouTube channels. Furthermore, it was suggested by another learner that the teacher should avoid gazing at him (there should be no eye

contact). While the remainder of the learners offered suggestions for their teachers among them:

- The teacher should not be overly serious and strict with their students, and their efforts should be taken into account regardless of their mistakes.

- Teachers should also motivate and comfort their students by using facial expressions (e.g., smiling), body language, and verbal expressions such as "don't mind on grammar mistakes I do not care about it just talk", "It is ok to make mistakes; we are here to learn", "inform everyone in class that they are equal no matter what their level" and that making mistakes equals learning.

- Paying close attention to students' performance during the exam until the very end and allowing them time to think, organize, and communicate their thoughts. Furthermore, teachers should not interrupt their students while they are speaking; any comments should be made after the presentation is completed.

- Instead of giving a single presentation, teachers should give several.

- Teachers should encourage students to choose their interests by talking with them about what they like and do not like in class and giving them tips on how to deal with exam anxiety.

Students frequently asked teachers to assess them apart or at least in a small group since they are nervous in front of their peers. (Audience's apprehension).

III.1.1.1.4.2. From Teachers' Perspectives

1. When you have an anxious learner in class during a speaking exam, how would you help them get over their anxiety?

Table III.14. Teachers' strategies to reduce students' speaking test anxiety

Teachers' strategies to reduce students' anxiety	Sub-strategies	Frequency	Percentage
Topic-related strategies	*Suggesting words and ideas*	2	25.00%
	Asking alternative questions	1	12.50%
	Giving time to think and remember thoughts	1	12.50%
	Total	**4**	**50.00%**
Body language techniques	*Verbal motivation and use of humor*	**3**	**37.50%**
Classroom-related techniques	*Changing Student's seat*	**1**	12.50%
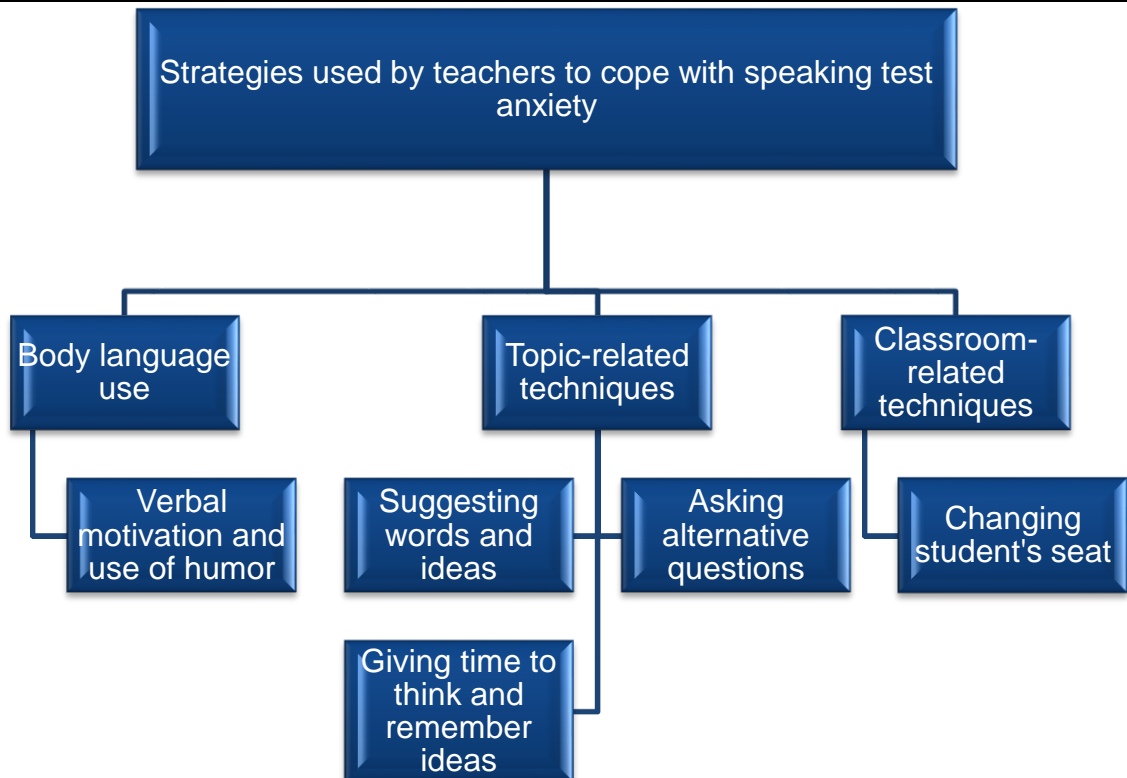
Figure III.9. Teachers' strategies to reduce EFL university students' speaking test anxiety.

Table III.14 shows that the majority of participants (50.00%) strive to lessen their students' speaking anxiety in exams by offering words and ideas when they are unable to speak due to fear (25.00%), asking alternative questions (12.50%), and providing students time to ponder and remember their thoughts (12.50%). Teachers also use body language to help students overcome their fear of public speaking by using verbal motivation, support and encouragement, and humor (37.50%). Teachers stated that he would change a student's seat if necessary to reduce their speaking anxiety (12.50 %).

2. Young Dolly Jesusita (1990) claims that the more students practice speaking, the more confident they become and the less anxious they get. **Do you believe that practicing speaking skills frequently can assist worried students improve their speaking skills and reduce their speaking anxiety?**
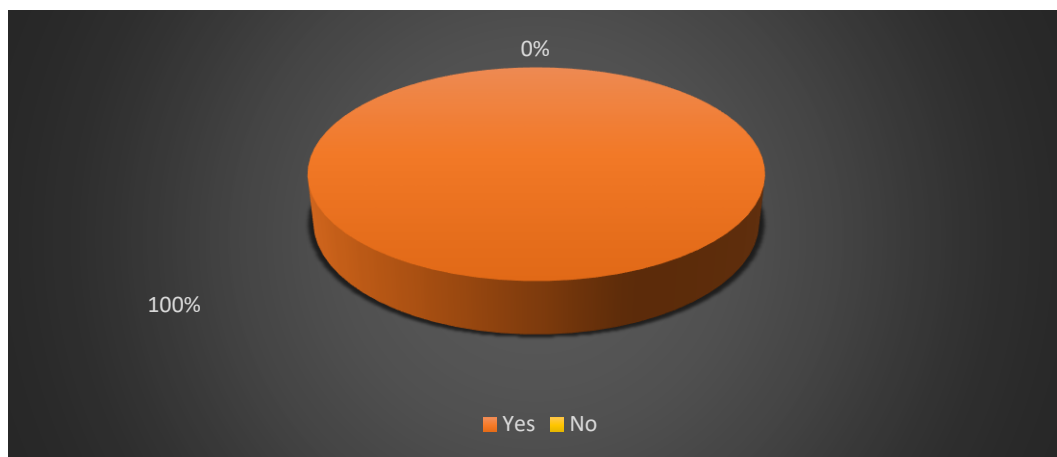

Figure III.10. Teachers' opinions about practicing speaking skill

By answering "Yes," the **Figure III.11** Indicates that all of the teachers agreed with this assertion, this means that practicing speaking can help students develop their speaking skills, boost their self-esteem, and minimize their speaking fear.

If yes, how?

Teachers explained that students' personalities are developed via frequent practice, which reveals their strengths and limitations. More frequent speaking practice increases language familiarity, improves learners' language levels (students can develop their vocabulary, improve their grammar, and learn to pronounce words correctly) and eliminates all barriers. Furthermore, the more students speak the language, the more self-confidence they get and the less fear and anxiety they have when speaking in public, ergo practice makes perfect/

3. According to your experience, please, state your suggestions or techniques to help reducing learners' anxiety.

Teachers have been given specific methods and tactics to help their students overcome their fears of public speaking. These strategies include the following: Creating a supportive learning environment that encourages and motivates students to utilize English outside of the classroom to make oral expression sessions less stressful and pleasurable. Furthermore, teachers should be cautious when selecting topics for their pupils, as well as pleasant with them; why not form a support group that focuses on boosting students' self-esteem, a support group is a gathering of people who are dealing with similar issues and who come together to provide and receive mutual assistance. People of a support group provide various sorts of assistance to one another; members with similar concerns might join together to share coping strategies. While, other one advises students to work on themselves by engaging in rigorous listening and reading, both of which are essential for enhancing oral performance and thus raising self-esteem and lowering speaking anxiety.

III.2. Conclusion

The results of two study instruments, a questionnaire given to bachelor students and a questionnaire given to teachers in the department of English are presented in this chapter.

This chapter is divided into four sections: the first section discusses the levels of speaking test anxiety among Algerian EFL undergraduate students, the second section discusses the factors that cause speaking test anxiety among Algerian EFL undergraduate students, the third section discusses the effects of test anxiety on Algerian EFL undergraduate learners' oral performance, and the fourth section discusses strategies and suggestions for reducing Algerian EFL university learners' speaking test anxiety.

Chapter Four

Results Discussion

IV.1. Introduction

This chapter aims to interpret and evaluate the findings of two research instruments: a questionnaire given to bachelor students and a questionnaire given to teachers in the Department of English. It also attempts to provide answers to the research questions proposed in the general introduction. This chapter is divided into four sections, the first section deals with the levels of speaking test anxiety among Algerian EFL undergraduate learners, the second part deals with factors causing Algerian EFL undergraduate students' speaking test anxiety, the third section deals with the effects of test anxiety on Algerian EFL undergraduate learners' oral performance, while the last sections deals with strategies and suggestions to reduce Algerian EFL undergraduate learners' speaking test anxiety.

IV.1.1. Discussion of Results

IV.1.1.1. Section One: Levels of speaking test anxiety among Algerian EFL undergraduate Learners

IV.1.1.1. From Students' Perspectives

The findings in **Table III.1** show that nearly more than half of the students (54.41%) claim they are frightened and scared when speak in English during exams. While, (36.73%) of the respondents have answered that they are relaxed when speaking in test-taking situation. Male students were less worried than female students, with (7.35%) worried compared to (10.29%) relaxed, but female students were nervous (47.06%) compared to only (26.47%) relaxed, according to the findings. (Sokman, 2013; Ötürk & Gürbüz, 2012; Huang, 2004; Hannon, 2012) all agreed on this; it is considered that female students are more worried than male students when taking a test or exam, particularly in a foreign language. Furthermore, there was a favorable association between practicing

English outside of class, participating in class, motivation to talk in English, and being relaxed, as well as the other way around. Students who were relaxed were more likely than worried students (m=2.56) to communicate in English (m=3.20), practice their language outside of class (m=2.84), and participate in class (m=2.84). Learners who have a high level of anxiety are less likely to be motivated and avoid interpersonal communication than those who have a lower level of anxiety (MacIntyre, 1998). Furthermore, anxiety has an impact on students' grades; students who were anxious had a mean grade of (m=13.71), while students who said they were relaxed had a mean grade of (m=15.00); this result is consistent with (MacIntyre, 1998;Hotwitz 1986) who looked into the impact of anxiety on grades and discovered that anxiety can be detrimental to academic performance, and inconsistent with Cheraghian et al (2008) who discovered that there is no link between test anxiety and students' overall average score. Besides, students who began learning English in elementary school and were more likely to be inspired to speak in English (m=3.75), practice English outside of class (m=4.00), and participate in class (m=3.00) were more relaxed than students who began learning English in elementary school and were less motivated to speak in English (m=1.80), participate in class (m=1.80), and to practice English outside of class (m=2.80). The findings support Huang's (2004) claim that people who began learning English in preschool had less anxiety than those who began later, with an emphasis on the component of language practice. The findings also support Casado & Dereshiwsky's (2004) claim that educational systems that do not require students to begin learning a FL at a young age may be responsible for the development of higher levels of FLA later in life. Additionally, Based on the results of the students questionnaire' first section, first year students were more relaxed (43.75%) than second year ones (0.00%), and even third year students (42.85%). This result indicates that there is no link between test anxiety and level of education, this finding is in the line with

Cheraghian et al (2008). Furthermore, students with age ranged from 22 to 28 years old, the majority of them (88.88%) were anxious and only (11.11%) were relaxed. This result shows that there is no link between students' test anxiety and age, this finding in the line with Cheraghian et al (2008).

When we look at the first question in the questionnaire, we see that the majority of respondents (m=2.82) say that they are motivated to talk in English for two reasons, intrinsic motivation and extrinsic one. The majority of participants are clearly motivated to talk in English by intrinsic motivation (97.14%) which includes liking the language, the need of today's world, self-improvement, sharing information, interacting with colleagues, and increasing self-confidence. While the same data demonstrate that there were essentially no extrinsic factors motivating learners to speak English, as only one student (2.86%) claimed that their teacher's motivation was the basis for their enthusiasm to speak English. Students who answered that they dislike speaking in English indicated that public speaking is their main reason because they dislike it, they are shy and uncertain in themselves, and they are frightened of making mistakes. Others, on the other hand, stated that they lack external motivation such as lack of presenting tasks in the classroom, as well as a lack of people with whom they can converse. This could imply that learners are lacking in external motivation, such as classroom motivation, instructor motivation, and so on, and that learners' willingness to communicate was determined partly by their intrinsic motivation. Moreover, the results also could imply that students avoid speaking English due to anxiety. Furthermore, the results of this question reveal that male students (m=3.00) are more likely to be motivated to speak English than female students (m=2.78).

Concerning the results, which were represented in **Table III.4,** the majority of students prefer written tests (77.62%) to oral ones (22.38%) because written tests are less stressful,

more comfortable students, easier to respond, valuable and fair, there will be more time to consider before answering the questions, and thus having a better chance of getting a decent grade; this shows that students feel more anxious when they are orally tested. Oral tests seemed to be preferred by male students (11.94 %) over written assessments (8.97%) rather than female students who prefer to be tested in writing (68.60%) rather than being tested orally (10.44%). These results support the evidence that oral assessments might induce more anxiety than written ones, according to Joughin (2007), greater concern over oral evaluation compared to written evaluation was associated to a richer conception of the oral task as requiring deeper understanding and the need to explain to others. Oral exams, like any other type of assessment, are more likely to fit some learning styles and personalities than others. Some students stated that they prefer oral exams because they can use the language and improve their speaking skills; however, they dislike writing since they are better at speaking than writing and prefer oral testing to avoid spelling errors.

IV.1.1.1.2. From Teachers' Perspectives

As shown in **Table III.5,** teachers indicated that students experience a high to moderate level of speaking test anxiety. Students are occasionally motivated to speak in English (m=3.20) by the first question in this section. According to some teachers, speaking is a communicative and engaging ability that is related to their field of study, and students will be encouraged to speak it automatically. The majority of them, on the other hand, indicated that they are periodically urged to communicate in English owing to hesitation difficulties such as a fear of expressing themselves in front of their peers or when the topic is unfamiliar to them. Their linguistic ineptness hinders them from speaking at other times. The findings reveal that students have speaking anxiety, particularly in front of their classmates, and that the more anxious they are, the less likely they are to speak.

IV.1.1.2. Section Two: Factors causing Algerian EFL undergraduate students' speaking test anxiety

IV.1.1.2.1. From Students' Perspectives

Students are scared of performing, which causes them worry and anxiety due to psychological factors (68.75%), learning environment factors, linguistic factors, and teacher-related reasons. The primary cause of EFL learners' speaking test anxiety while speaking in English was discovered to be psychological factors; this finding is consistent with Horwitz (1986), who stated that L2 learners may be so anxious that they perform poorly in L2 due to cognitive or first language difficulties, or both. The psychological factors that produce speaking test anxiety include fear of the audience, fear of making mistakes, fear of bad evaluation, lack of confidence/low self-esteem, shyness, and previous failures. The majority of students are afraid of speaking in front of their peers; the size of the audience has a significant impact on their performance and level of nervousness, which is consistent with Neer (1982), who claims that the requirement for students to speak to an audience is the primary cause of anxiety when speaking. Students are additionally anxious and apprehensive because they fear making mistakes in front of their peers and teachers, as well as being negatively assessed. Other students report that their speaking anxiety during oral exams stems from shyness and a lack of confidence. Additionally, students' lack of practice and unfamiliarity with the given subject were learning environmental factors that contributed to speaking anxiety in a test-taking situation; students do not practice their English because it is not widely used in Algerian society, so they are nervous when speaking in it. This is in the line with Nunan's (2003) claim; students in Fl contexts face significant challenges in developing speaking skills because they have opportunities to use the target language outside of the classroom. According to the study, EFL undergraduate

learners may become hesitant about speaking English if their learning environment is not totally English; the less exposure they have, the more uncomfortable they feel. Insufficient expression, vocabulary, and incorrect pronunciation, according to the participants, contributed to their speaking exam anxiety; these findings support Baker & Westrup's claim that many students struggle to respond when their teachers ask them to express something in a foreign language because they do not know what vocabulary to use or how to properly apply the grammar. Even so, the teacher's method of evaluation and assessment, which is in line with Krashen (1985), who stated that poor test performance and inability to perform in class can contribute to a teacher's inaccurate assessment that the student lacks either some necessary aptitude for learning a language or sufficient motivation to do the required work for a good performance.

IV.1.1.2.2. From Teachers' Perspectives

Table **III.8** shows the linguistic, psychological, and instructor aspects, as well as environmental factors, that contribute to EFL students' speaking anxiety in exams. Psychological reasons were the greatest obstacle influencing students' ability to speak English, according to the majority of instructors (66.67%). Students' lack of confidence was the primary reason of their speaking fear, according to the majority of instructors. Teachers also believe that students' fear of the audience, fear of making mistakes, fear of unfavorable judgment, shyness, and family pressure are psychological elements that contribute to students' speaking test anxiety. This result is in the line with Zeidner's (2007) claim that high anxiety in students can sometimes be linked to an uncomfortable family environment. Furthermore, students had speaking anxiety as a result of their lack of practice and family background; they also agreed that the most difficult issue in speaking English was students' low linguistic background, in addition to teachers' evaluation and

assessment methods, Zeidner (2007) also stated that instructors can sometimes inadvertently and indirectly cause anxiety in students.

IV.1.1.3. Section Three: The effects of test anxiety on Algerian EFL undergraduate lerners' oral performance

IV.1.1.3.1. From Students' Perspectives

According to the findings in **Table III.9,** anxiety has a negative impact on students' oral performance in a test-taking situation, this result is in the line of many researcher (MacIntyre, 1998, 1991; Valencia Robles, 2017; Sökman, 2013; Irzawati, 2016; Daly et al, 2011; Cheraghian et al, 2008; Dörneiy, 2005; Salkind, 2008); anxiety primarily affects students' linguistic competences (67.74%). Nervousness as one of the cognitive anxiety symptoms can cause several problems during the exam such making grammatical mistakes, incorrect pronunciation, and forgetting words and ideas. Because test participants experience blanking out, they lose previously learned knowledge and will recall it when the test is completed. According to Dörneiy (2005:198), we have all had the experience that when we are nervous, our L2 knowledge comes in useful, we forget what we know, and we make dumb mistakes. These findings are consistent with (Shayna 2003; Lukitasari 2008; El Hosni 2014). Lukitasari (2008) discovered that learners had speaking difficulties, such as inhibition or having nothing to say, as a result of their inability to master three aspects of speaking, namely vocabulary, grammar, and pronunciation. Furthermore, anxiety results in emotions such as uneasiness, shame, and a desire to complete the test, as well as physical sensations such as a loss of self-control, trembling hands, stumbling, and so on, which are the most prevalent symptoms examinees or test takers experience during oral exams. Furthermore, anxiety makes it difficult for students to strengthen their English skills.

IV.1.1.3.2. From Teachers' Perspectives

Table III.10 demonstrates that teachers are aware of the detrimental influence of anxiety on students' oral performance, since the full sample of teachers strongly agree (m=4.20) that worry has a considerable impact on students' oral performance. Teachers also described the relationship between the two factors as causal; anxiety produces unease and discomfort in the environment (teacher and classmates), making students frightened of making mistakes or being ridiculed. One of the five, however, stated that it can be helpful in that it motivates them to speak or harmful in that it keeps them from speaking.

The researcher asked teachers about the challenges their students face during oral exams, and the results presented in **Table III.11** reveal that anxiousness is the most significant factor affecting students' oral performance during examinations. Teachers admitted that anxiety affects students' oral exam performance, resulting in linguistic issues such as students losing their ideas and being unable to develop, make relevant, and transmit them, as well as forgetting words, making grammatical mistakes, and mispronouncing words. Moreover, teachers have noticed psychological signs of anxiety in anxious students, such as shyness, and hesitant speech, as well as the fact that students make mistakes when speaking in front of an audience due to fear of making mistakes, fear of being judged by their teacher, and fear of being judged by their classmates. They went on to say that, nervous students have a low of self-esteem.

IV.1.1.4. Section Four: Strategies and suggestions to reduce Algerian EFL undergraduate learners' speaking test anxiety

IV.1.1.4.1. From Students' Perspectives

Table III.12 shows that the majority of participants (66.67%) used body language strategies such as self-motivation/mental exercises, breathing techniques, and avoiding eye contact to reduce their speaking nervousness during the oral exam, as indicates by Razmjoo and Ardekani (2011). Memorization and practice in front of classmates, as well as talks with friends and family were also used by students in the context, as Rubin (1981) indicates. Besides having well-prepared themes and asking for help from the teacher in order to lessen their speaking exam anxiety.

Table III.13 shows that the majority of teachers (46.52%) employ facial expression and body language, such as positive gestures and eye contact, in addition to verbal motivation and the use of humor, to lessen their students' test anxiety. Teachers also offer students time to consider and retain their thoughts, asking them questions about the topic and proposing words and ideas when they forget. Furthermore, in order to lessen their speaking test anxiety, teachers use strategies connected to the classroom environment, such as implementing entertaining activities, establishing a positive atmosphere, assessing students separately, and assisting them by practicing more in class. This finding suggests that the majority of teachers are aware of their students' speaking anxiety and are working hard to alleviate it. In this context, Krashen (1985) has underlined the need of teachers ensuring that students' affective filters remain low at all times, which can be achieved by maintaining a peaceful learning atmosphere. However, (9.30%) of the participants said their teachers do not use any strategies to help them deal with their anxiety, which could have a detrimental impact on students' psychology and lead to a high degree of anxiety.

Horwitz et al. (1986) stressed the importance of the teacher-student interaction in the rise and fall of anxiety levels among students.

To summarize, the researcher addressed the last question, which is how teachers can reduce students' speaking test anxiety. Students responded that the teacher should not be overly serious and strict with their students, and that their efforts should be taken into account regardless of their mistakes, that teachers should motivate and comfort their students by using facial expressions, body language, verbal expressions, and instead of giving a single presentation, teachers should give several. Furthermore, teachers should encourage students to choose their interests by talking with them in class about what they like and do not like, giving them tips on how to deal with exam anxiety, paying close attention to students' performance during the exam until the very end, and giving them time to think, organize, and communicate their thoughts. In addition, teachers should not interrupt their students while they are speaking, and should assess them individually or in small groups.

IV.1.1.4.2. From Teachers' Perspectives

Teachers utilize topic-related ways to help students overcome their fear of speaking in exams, such as suggesting words and ideas when they are unable to speak due to nervousness, asking alternative questions, and giving students time to consider and remember their thoughts. Furthermore, they use their body language to assist students in overcoming their fear of public speaking by offering verbal inspiration, support and encouragement, and humor, as well as making classroom adjustments such as shifting the examinee's seat if necessary.

All of the teachers agreed with Jesusita's (1990) assertion that the more students practice speaking, the more confident they get and the less anxious they become. They said students' personalities are developed via frequent practice, which reveals their strengths and limitations. More frequent speaking practice increases language familiarity, improves learners' language levels (students can develop their vocabulary, improve their grammar, and learn to pronounce words correctly), and eliminates all barriers. Furthermore, the more students speak the language, the more self-confidence they get and the less fear and anxiety they have when speaking in public. This conclusion backs up the findings of (Shayna, 2003; Lukitasari, 2008, El Hosni, 2014), who claimed that EFL learners need four interrelated skills to develop their speaking skills: listening, vocabulary, pronunciation, and confidence.

To recap, the researcher addressed the last point, which was how teachers can help students lower their nervousness during speaking tests. Teachers have been provided particular ways and ideas for assisting students in overcoming their concerns of public speaking. The following are some of these methods: Students should work on themselves by engaging in rigorous listening and reading, both of which are essential for enhancing oral performance and thus raising self-esteem and lowering speaking anxiety. Moreover, teachers should create a supportive learning environment, being cautious when selecting topics, and form a support group that focuses on boosting students' self-esteem.

IV.2. Conclusion

The results of two study instruments, a questionnaire given to bachelor students and a questionnaire given to teachers in the Department of English, are interpreted in this chapter. It is separated into four parts according to the four research questions. Both the

results of the students' questionnaire and teachers' questionnaire are discussed and the

study's research questions have been addressed.

General

Conclusion

Foreign language test is one of the anxiety sources for EFL learners because it examines their proficiency in a nonnative language. Foreign language speaking anxiety is adversely associated with speaking competence when compared to the other skills. Furthermore, it seems that speaking anxiety has a substantial influence on students' learning and speaking performance. It is vital to remember that individuals who want to take a test frequently suffer anxiety. This might occur as a result of the test takers' overwhelming negative thinking, which can lead to a variety of symptoms. The current study was shaped by the need to explore teachers' and students' perspectives on factors affecting EFL undergraduate learners' speaking test anxiety. This study is important for both students and teachers since a better knowledge of speaking anxiety can aid them in overcoming the problem and increasing their awareness of the obstacles to Algerian EFL undergraduate students' speaking ability development.

The purpose of this chapter is to give a summary of the key findings, as well as the study's limitations and recommendations for further research. It closes with the study's implications, which are derived from the questionnaire's results.

Q1: To what extent Algerian EFL university students experience speaking test anxiety?

Based on the findings of the study, it is reasonable to assume that Algerian EFL university students suffer test anxiety when their oral abilities are assessed and both teachers and students are aware of this situation. According to the research, females had a higher level of speaking test anxiety than males. In other words, male students appear to be able to cope with exam anxiety better than female students because they are more driven to speak English and practice it in the classroom and outside than female students. Oral tests also seemed to be preferred by male students over written assessments rather than female

students who prefer to be tested in writing rather than being tested orally. Therefore, oral assessments might induce more anxiety than written ones, and since male students have less level of speaking test anxiety than female students they went to prefer to be assessed orally. There is a link between engaging in interpersonal interactions, having low anxiety, and being motivated to speak English. Students who are motivated to speak English and practice it regularly have lower anxiety levels than those who are not. Moreover, students who started studying English in elementary school and were more likely to be inspired to talk in class and outdoors were also more relaxed than students who started learning English in elementary school but were less motivated to communicate in class and outside. As a result, individuals who started learning English in preschool showed less anxiety than those who started later, with a focus on language practice. Furthermore, according to this study, the researcher assumed there is a considerable relationship between speaking test anxiety and students' grade. However, there is no link between speaking test anxiety and gender as well as speaking test anxiety and level of education. Therefore, speaking test anxiety it is not depends on age, level of education, or a long period of learning the language rather, it is all depends on the practicing the language.

Students, on the other hand, also experienced a high to moderate level of anxiety according to teachers. Students are periodically urged to communicate in English owing to hesitation difficulties such as a fear of expressing themselves in front of their peers or when the topic is unfamiliar to them. Their linguistic ineptness hinders them from speaking at other times. The findings reveal that students have speaking test anxiety, particularly in front of their classmates, and that the more anxious they are, the less likely they are to speak.

Q2: What are the factors contributing to Algerian EFL university students' speaking test anxiety from the perspectives of both students and teachers?

As previously stated, psychological considerations, learning environment factors, linguistic issues, and teacher-related variables are all sources of foreign language speaking exam anxiety from the student's perspective. The findings of this study show that psychological factors such as fear of the audience, fear of making mistakes, fear of poor evaluation, lack of confidence/low self-esteem, shyness, and previous failures are the primary causes of EFL undergraduate learners' speaking anxiety while speaking in English in a test-taking situation, with fear of the audience being the most significant. Students' lack of experience and unfamiliarity with the subject were learning environmental factors that led to speaking anxiety in a test-taking setting, implying that students do not have enough practice in and out of the classroom. Furthermore, anxiety about speaking exams was exacerbated by students' poor linguistic background, which included limited expressiveness, vocabulary, and inaccurate pronunciation. Furthermore, the evaluation and assessment procedures used by teachers play a role in the amount of test anxiety experienced by students during tests.

There are numerous reasons of foreign language speaking exam anxiety, according to teachers, -that are similar to those described by students but with some distinctions-such as linguistic, psychological, and environmental variables, as well as instructor factors. The results of this study indicate that the most significant factor affecting students' ability to communicate in English was students' lack of confidence. Fear of the audience, fear of making mistakes, fear of receiving negative feedback, shyness, and family pressure are all psychological factors that contribute to students' speaking test anxiety. Furthermore, students' lack of practice and family background were learning environmental factors that

contributed to speaking anxiety in a test-taking situation. Limited linguistic background, and instructors' evaluation and assessment techniques all contributed to their speaking test anxiety.

Q3: How does test anxiety affects students' oral performance?

Test anxiety has a considerable influence on students' speaking performance as a result of the stress, the present study also indicates that test anxiety has an impact on students' grades. Anxiety has a significant impact on students' linguistic abilities, causing them to do poorly in English speaking. During the exam, test anxiousness can lead to spelling mistakes, inaccurate pronunciation, and forgetting words and ideas, among other issues. When students strive to improve their memory by focusing on it, their memory is put under strain, causing them to lose track of what they want to say and even make ridiculous mistakes they may already be aware of. Furthermore, anxiety results in emotions such as uneasiness, shame, and a desire to complete the test, as well as physical sensations such as a loss of self-control, trembling hands, stumbling, and so on. Furthermore, anxiety makes it difficult for students to strengthen their English skills.

Teachers have admitted that test anxiety impacts students' oral academic achievement, resulting in language difficulties such as students forgetting words, making grammatical mistakes, and mispronouncing words, as well as students losing their ideas and being unable to develop, make relevant, and communicate them. Furthermore, they have noticed psychological signs of anxiety in anxious students in test-taking situations, such as shyness, stress, and hesitant speech, as well as the fact that students make mistakes when speaking in front of an audience due to fear of making mistakes, fear of being judged by their teacher, and fear of being judged by their classmates, according to the findings of this study. Moreover, students with high anxiety levels have low self-esteem.

Q4: What are the strategies used by students and teachers to reduce Algerian EFL undergraduate learners' speaking test anxiety?

Students employ a variety of strategies to cope with speaking test anxiety, including body language strategies such as self-motivation/mental exercises, breathing techniques, and avoiding eye contact; environmental strategies such as memorization, practice in front of classmates, having well-prepared themes, and talking with friends and family. Apart from asking help from the teacher to alleviate their anxiety about the speaking exam. Body language, on the other hand, was the most common approach students employed to cope with speaking exam anxiety.

Teachers use a variety of strategies to help students overcome their fear of speaking in exams, including topic-related strategies like suggesting words and ideas when students are unable to speak due to nerves, asking alternative questions, and giving students time to think about and remember their thoughts. Teachers also utilize facial expression and body language to help students overcome their fear of speaking by providing positive gestures and eye contact, verbal inspiration, support and encouragement, and humor. Furthermore, teachers also use strategies connected to the classroom environment, such as implementing entertaining activities, establishing a positive atmosphere, assessing students separately, and assisting them by practicing more in class, as well as making classroom changes like changing the examinee's seat if required. However, this study also found that some teachers do not employ any ways to reduce students' speaking test anxiety, which could have a negative impact on students' psychology and result in a high level of anxiety.

The researcher used a mixed method approach in this study to gather information and some perspectives from the participants in order to discover speaking test anxiety levels and to decide a strategy for preparing a better speaking performance by providing a semi-

structured questionnaire for both teachers and students together in order to negotiate how anxiety can be controlled and managed. Another thing is to supply teachers with insightful responses from students who are more at ease expressing themselves on paper than confronting their teachers face to face.

In terms of the difficulties encountered when doing this study, teachers were unhelpful and refused to answer the questionnaire. The researcher attempted to address a questionnaire by hand but received no assistance, so they were forced to create an electronic version, which only five teachers completed. Another major obstacle was that the researcher wanted to investigate this topic through experimental research, but they were unable to do so due to time constraints.

If more research into speaking test anxiety is to be done, an experimental study is required to compare how students feel about speaking and being assessed at the same time. Other studies can be undertaken to expand on this research by providing alternative solutions to the issue of anxiety in test-taking situations. Furthermore, men and women clearly contribute different physiologically and socially limited second/ foreign language learning variables. Differences in the way males and females speak in foreign language have been recognized linguistically for some time. It would be really beneficial to direct a more in-depth investigation on gender differences in response to foreign language speaking test anxiety. Aside from test anxiety having an impact on an oral exam, researchers discovered that anxiety can also have an impact on the development of other language abilities, such as listening comprehension, acquiring new vocabulary, and word generation. As a result, more research into the factors that cause them can be done.

Suggestions and Recommendations

Speaking test anxiety affects students' speaking performance, thus students and teachers should be able to manage it collaboratively. The researcher offers some suggestions for dealing with students' anxiety over speaking tests.

Students should identify their strengths and weaknesses, gain confidence by increasing their exposure to the English language and practicing with peers and even at home, especially if they are shy, and improve their vocabulary by reading and listening intensively; this will also benefit their linguistic background. Furthermore, students should be informed that anxiety is a normal emotion that can be managed. They should not be afraid of making mistakes because it is an inevitable part of the learning process; they should also develop positive relationships with one another in order to avoid shyness and fear of making mistakes when communicating or performing oral activities; and other students should not laugh at their classmates' mistakes. A minute of silence is nothing to be terrified of; if speakers lose focus of what they are saying or become nervous, the audience is unlikely to mind a brief pause to examine what they have said.

Teachers, on the other hand, should be aware that language learning, especially oral output, can be stressful for some students. Teachers can use positive praise, body language, facial expression, and being cautious when selecting topics to reduce students' speaking exam anxiety by creating a relaxed environment with a sense of humor on their part. Teachers could also encourage students to choose their interests by discussing with them in class about what they like and don't like, providing recommendations on how to deal with test anxiety, and providing time for them to think, organize, and convey their ideas. Furthermore, because the main source of their speaking test anxiety is fear of the audience, teachers should evaluate them alone or in small groups. Teachers can organize a support

group aimed at raising students' self-esteem and providing various forms of aid to one another, as suggested by the teacher.

The English branch's administrator must provide laboratories for students to undertake oral expression sessions in which the chances of successful interaction are substantially higher than in a regular classroom. In terms of the curriculum, the Ministry of Education should begin teaching English in primary schools, focusing on practice and application of the language in order to improve students' four skills.

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Appendices

Appendix A

Learners' Questionnaire

Dear students,

   This questionnaire is part of our preparation for our dissertation, which aims to discover why Algerian EFL undergraduate students experience speaking test anxiety, how test anxiety affects their speaking performance, how they cope with their fear and anxiety when speaking English during exams, and to propose additional solutions to reduce EFL undergraduate learners' speaking test anxiety. The answers you provide will be used for academic purposes and will remain anonymous and confidential; you are kindly requested to tick the appropriate answer (√), or give full answers if necessary.

   For further inquiries about the study, please get in touch with the researcher through the following email address: **tahiribachariwidad@gmail.com**

Thank you in advance for your help, precious time and for taking part of this study.

<u>Section One:</u> Profile Information

1. Gender: a) Male ☐   b) Female ☐

2. Age : _____

3. Country of birth: _____

4. First Language:_____

5. University degree: a) Bachelor ☐   b)Master ☐   c) PhD ☐

6. Year of study:_____

7. Number of years learning English:_____

8. How often do you practice English outside the class?

a) Always ☐ b) Often ☐ c) Sometimes ☐ d) Rarely ☐ e) Never ☐

9. How often do you participate in class discussion voluntarily?

a) Always [   ] b) Often [   ] c) Sometimes [   ] d) Rarely [   ] e) Never [   ]

10. Your mark in Oral expression in the last exam:_____

Section Two: **Anxiety and its effects on learners' Oral performance**

11. To what extent do you feel motivated to speak in English?

a) Always [   ] b) Often [   ] c) Sometimes [   ] d) Rarely [   ] e) Never [   ]

Justify your answer

_____

_____

12. What kind of English tests do you prefer to take?

a) Written tests [   ]   b) Oral tests [   ]

Justify your answer

_____

_____

13. How do you feel when speaking English in oral expression exams?

a) Relaxed [   ] b) Anxious [   ] c) Neutral [   ]

14. If you feel anxious, what do you think are the reasons of your possible anxiety?

_____

_____

15. How does your anxiety affect your performance during oral expression exams?

_____

_____

Section Three: Techniques to reduce learners' speaking anxiety

16. How do you deal with anxiety in oral expression exams?

_____

_____

17. What does your teacher do to help you speak English without being anxious?

_____

_____

18. Could you suggest other solutions or techniques for your teacher to reduce anxiety while speaking English in exams?

_____

_____

Thank you again, for the thought, time, contribution and effort you have

put into completing this questionnaire.

Teachers' Questionnaire

Dear teachers,

As a part of our preparation for our dissertation. We deliver to you this questionnaire that will be used to reach the purposes of our research work, which aims to discover why Algerian EFL undergraduate students experience speaking test anxiety, how test anxiety affects their speaking performance, how they cope with their fear and anxiety when speaking English during exams, and to propose additional solutions to reduce EFL undergraduate learners' speaking test anxiety. Whatever your qualifications and experiences in the field, we would be very pleased if you share your experience by answering the questions below; You are kindly requested to tick the appropriate answer (√) or give full answers if necessary.

For further inquiries about the study, please get in touch with the researcher through the following email address: **tahiribachariwidad@gmail.com**

Thank you in advance for your help, precious time and for taking part of this study.

<u>Section One</u>: Profile information

1. Gender: a) Male [ ]   b) Female [ ]

2. Age: _____

3. Teaching qualification**:** a) Bachelor [ ] b) MA [ ] c) PhD

4. Year of graduation: _____

5. Number of years teaching the oral expression course: _____

6. Employment type: a) Part-time teacher [ ] b) Full-time teacher [ ]

Section Two: Anxiety and its effects on learners' Oral performance

7. To what extent are your learners motivated to speak in English?

a) Always ☐ b) Often ☐ c) Sometimes ☐ d) Rarely ☐ e) Never ☐

Why?

_____

_____

8. What do your learners feel when speaking English in oral expression exams?

a) Relaxed ☐ b) Very relaxed ☐ c) Anxious ☐ d) Very anxious ☐

e) Moderate ☐

9. Anxiety affects learners' oral performance

a) Agree ☐ b) Strongly agree ☐ c) Disagree ☐ d) Strongly disagree ☐

e) Neither agree nor disagree ☐

10. How would you describe the relationship between anxiety and its effect on EFL learners' oral performance?

_____

_____

11. What are the most challenging speaking obstacles encountered by EFL learners in the oral expression exam?

_____

_____

12. In your opinion, what are the possible factors, which may lead to speaking anxiety in exams?

_____

_____

Section Three: **Techniques to reduce learners' speaking anxiety**

13. When you have an anxious learner in class during a speaking exam, how would you help them get over their anxiety?

_____

_____

1. Young Dolly Jesusita (1990) claims that the more students practice speaking, the more confident they become and the less anxious they get**. Do you believe that practicing speaking skills frequently can assist worried students improve their speaking skills and reduce their speaking anxiety?**

a) Yes ☐ b) No ☐

If yes, how?

_____

_____

14. According to your experience, please, state your suggestions or techniques to help reducing learners' anxiety.

_____

_____

Thank you again, for the thought, time, contribution and effort you

put into completing this questionnaire

ملخص الدراس

هدفت الدراسة الحالية إلى اكتشاف وجود القلق من اختبار التحدث بين المتعلمين الجزائريين للغة الإنجليزية كلغة أجنبية واستكشاف وجهات نظر المعلمين والطلبة حول العوامل التي تسبب القلق من اختبار التحدث بالنسبة لمتعلمي اللغة الإنجليزية كلغة أجنبية. الباحثة، لسبب محتمل، اختارت أن يكون طلبة الجامعة الغير متخرجين ومعلمي اللغة الإنجليزية كلغة أجنبية موردين للبيانات المطلوبة التي يمكن من خلالها الوصول إلى إجابات كافية على الأسئلة الرئيسية. تم استخدام طريقة بحث مختلطة. تم تطبيق كل من التصميم الكمي والنوعي للتمكن من الإجابة على أسئلة البحث. تم إعطاء ثمانية وستين طالبًا وخمسة معلمين الاستبيان الشبه المنظم. وبحسب النتائج، فإن طلبة اللغة الإنجليزية كلغة أجنبية الجامعيين الجزائريين يعانون من القلق عند تقييم قدراتهم الشفوية. المشكلات النفسية هي السبب الرئيسي لقلق متعلمي اللغة الإنجليزية كلغة أجنبية أثناء التحدث باللغة الإنجليزية في بيئة إجراء الاختبارات. من وجهة نظر المعلمين والطلبة على حد سواء، فإن هذا له تأثير كبير على أداء تحدث الطلبة ودرجاتهم. بالإضافة إلى ذلك، للقلق تأثير كبير على قدرة الطلبة اللغوية، مما يؤدي إلى ضعف أدائهم في التحدث باللغة الإنجليزية. بالإضافة إلى ذلك، تبين أن الطلاب الذكور كانوا أكثر استرخاءً أثناء اختبار التحدث مقارنة بالطالبات. علاوة على ذلك، لا توجد صلة بين قلق اختبار التحدث والعمر وكذلك مستوى التعليم. بناءً على نتائج هذه الدراسة، خلصت الباحثة إلى أن هناك ارتباطًا جوهريًا بين الفترات الطويلة لتعلم اللغة الأجنبية مع الممارسة الدائمة وانخفاض القلق من اختبار التحدث. يعد هذا البحث ضروريًا لكل من الطلاب والمعلمين لأن الفهم الأفضل للقلق من التحدث يمكن أن يساعدهم في التغلب على المشكلات وزيادة وعيهم بالحواجز التي تواجه تنمية مهارات التحدث للطلبة الجامعيين الجزائريين.

المصطلحات الأساسية : مهارة التحدث ، اختبار التحدث ، اللغة الإنجليزية كلغة أجنبية.