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The Impact of Test Anxiety on EFL Learners' Academic Achievements. Second Year Students as a Case Study

Dissertation submitted as partial fulfillment of the requirements for the degree of
Master in Science of language.

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Dedication

« joy is being alive, young, healthy, and among those whom you love the most. »

*I would like to dedicate this work to those responsible for my existence and success,
for those dear to my heart, my parents, and my family.*

*My sisters , the ones' that life tied me with: Wafa, Aicha ; my only brother Housseem ;
my fiancé Mohammed and to all my dear friends.*

*This is not a proper dedication until Dr. Bechar Ahmed is mentioned, I would like
to dedicate this effort and work to him, and express my gratitude for the
opportunity he granted me with. Working with him was a great pleasure I shall never
forget.*

May they forever live in peace and prosperity.

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Abstract

This study explores the phenomenon of test anxiety and its implications for the academic performance of English as a Foreign Language (EFL) learners, specifically targeting second-year students at the University of Biskra. The primary objective is to investigate how test anxiety interferes with students' learning processes and academic outcomes, and to identify effective strategies to mitigate this issue. The research adopted a mixed-methods approach through the administration of two structured questionnaires: one distributed to 228 second-year English students at Mohammed Khaider the university of Biskra and another to 11 English language teachers at the same institution. The analysis revealed that test anxiety acts as a significant psychological barrier that impairs students' concentration, participation, and confidence, often leading to lower academic achievements. A considerable portion of students acknowledged experiencing various symptoms of anxiety, such as fear of public speaking, avoidance of eye contact, and distress during oral and written assessments. Teachers reported similar observations, noting that anxious students tend to underperform and withdraw from group work or oral tasks. Based on the findings, the study recommends fostering a more supportive classroom environment, implementing collaborative activities, and integrating anxiety-reducing strategies into pedagogical practices. In conclusion, the study emphasizes the necessity of a cooperative effort between educators and students to recognize and manage test anxiety, thereby enhancing academic success in Algerian higher education contexts.

Key-words: Test anxiety, FL learners, academic achievement

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List of Abbreviations

2ND: second year

APA: The American Psychological Association

DSM: Diagnostic and Statistical Manual of Mental Disorders

NIMH: National Institute of Mental health

FLA: Foreign Language Anxiety

OCD: Obsessive-Compulsive Disorder

GAD: Generalized Anxiety Disorder

PTSD: Post Traumatic Stress Disorder

DSM: Diagnostic and Statistical Manual Of Mental Disorders

TLM: Teaching and learning materials

General Introduction

. ***General Introduction:***

1. Statement of the Problem

Anxiety is one of the most significant challenges that foreign language learners encounter during their learning process. Test Anxiety can negatively influence the students to progress and psychologically discourage him from obtaining a good learning experience which is obviously lead to an academic failure.

Human beings cannot perform with their full potential abilities when they are suffering from an anxiety and typically under this psychological pressure students will not learn and do their works in sufficient way,

2. Research questions:

The main goal of this research is to tackle anxiety and its effects on the learners' academic achievement.

The research is done to find answers to the following questions:

1-What is anxiety

2-How Anxiety affects learners

3-What are the best strategies and solution to reduce test anxiety among the students?

3. Hypothesis

We hypothesise that implementing Test Anxiety reducing strategies would help the student to deal with his anxiety and he can eventually achieve his academic goals.

4. The Tools of the Study

In this research two questionnaires were addressed for the 2ND year English students and teachers at the university of Biskra , both of them had the opportunity to express their ideas about anxiety and this provided enough information about what problems they both encountered in their journey in classes.

The aim behind such methodological choice was to analyze the quantitative and qualitative results from the questionnaire helped to better understand the concern in all its aspects, and this lead to find the necessary solutions to reduce the level anxiety among students and achieve the academic goals.

5. The Structure of the Study

This research is divided into three chapters; the first chapter is basically a literature review on anxiety, its causes and how FLA affects students' performance. Chapter two contains an analysis of the data which have been obtained through the research tools while the third one is about suggestion and recommendations for educators to reduce anxiety and stress among students

the first chapter contains an overview of anxiety, its definition, the main types of anxiety, the sources of the anxiety, the personality, extroverts, introverts, the differences between introversion and anxiety the effects of the anxiety on learners, foreign language anxiety and a conclusion

the second chapter had to deal with the data which were collected from the questionnaires addressed to teachers and 2nd year students as they are out target, the chapter two is about the sufficient interpretation and analysis of the data in order to measure the extent to which students understand the issue of anxiety and how it affects them based on their experience. The professor will propose solutions to reduce anxiety.

The third chapter is concerned with the recommendations and suggestions to tackle the anxiety problem, the solutions would help educators and teachers to deal better with anxious students, the recommendations are derived from depth research and the teachers' suggestions to reduce the problem in order to get a good academic experience.

Chapter One

- 1- Introduction
- 2- Definition of Anxiety
- 3- Types of Anxiety
 - 3.1. State Anxiety
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 - 3.3. Specific situation anxiety
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- 4- Extrovert/ Introvert Personality
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- 5- Effects of Anxiety
 - 5.1. Effects of Anxiety on students
 - 5.2. Symptoms of Anxiety
- 6- Causes of Anxiety
- 7- Foreign Language Anxiety

1 Introduction

Anxiety is a universal experience that individuals commonly face when confronted with perceived threats. While occasional anxiety in response to specific situations is both natural and healthy, it can become problematic when it occurs frequently and feels uncontrollable. In such cases, anxiety may begin to interfere with various aspects of a person's daily life and overall well-being.

Learning a foreign language can often be a source of stress, largely due to the various challenges and obstacles students may face throughout their educational journey. Among these, anxiety is frequently cited as a major factor that hinders academic achievement. While occasional classroom tasks may naturally provoke some tension, it is the persistent and disruptive form of anxiety that poses a significant concern. Acquiring a new language involves developing multiple skills and completing a range of demanding tasks, such as oral presentations or written examinations.

2. Defenition of Anxiety:

Anxiety is a normal reaction to a certain situation; however, severe anxiety can be an alert of a serious problem that probably can affect both of personal and academic life of the learner academic anxiety can become more detrimental over time. as the student suffer from anxiety, his learning process also get affected by it and the student cannot achieve his desirable goal

(Huberty .2012).

Anxiety might be characterized as misgiving, strain, or disquiet that comes from the expectation of risk, which might be inward or outward (encyclopedia of psychology.1982).The American Psychological Association (APA) defines anxiety “as ***“an emotion characterized by feeling of tension which comes with physical changes”**”.

Anxiety has additionally been characterized as an, awkward feeling exacerbated by delayed pressure and the presence of different stressors (Lazarus and Folkman, 1984)..Per the DSMV, anxiety is

“anticipation of future threat , it comes along with vigilance in preparation for future danger and cautious or avoidant behaviors” (American Psychiatric Association, 2013, p. 189)

.According to Rollo May anxiety is explained as the manner in which a person reacts or response to stress (May, The meaning of anxiety (2015)).

Mussen et al. (1974, p. 387) concluded that:

“Anxiety is not a pathological condition in itself but a necessary and normal physiological and mental preparation for danger ... anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results””.

From the previous definitions, it can be said that anxiety is a state of tension and fear that causes physical changes in a particular situation. when the person feels danger or threat, and varies in intensity .Anxiety causes several physical changes, such as high blood pressure, redness of the face, trembling and fear. Students can have anxiety when they encounter some situations such us , the presentation of a work, other students experience anxiety when they are

during oral or written tests, when they are just being evaluated by the teacher .

Test Anxiety has been defined as “the negative affect, worry, physiological arousal, and behavioral responses that accompany concerns about failure or lack of competence on an exam or similar evaluative situation” (Matthews. Et al 2006, p. 175). Test anxiety is a psychological condition that includes stress, worry, and fear, accompanied by physical symptoms that can hinder performance during exams. While anxiety is a common mental health issue, test anxiety specifically arises in evaluative situations. It often reduces an individual’s ability to perform effectively. Foreign language learners are particularly prone to this type of anxiety, as they are regularly tested and evaluated to assess their language proficiency and understanding.

2.1 Anxiety Vs Fear

Fear and anxiety share similar symptoms but differ in their underlying causes. Fear is an emotional response to a clearly recognized and immediate threat, while anxiety is more of a perception of potential danger, often without a tangible threat. It's important to note, however, that the physical manifestations of both fear and anxiety are virtually identical.

Table (1.1): the difference between anxiety and fear

Fear	Anxiety
Specific cause	Diffuse (no clear cause)
here and now	future
Objective rational	subjective
Narrowing of attention	Broadening of attention

Note: from “Overcoming Fear, Anxiety and Depression in Times of Uncertainly “ by,Dra Manina Gardufo.April 25,2020 .

3. Types of Anxiety

During the past years, researchers have suggested different opinions in classifying the anxiety in the academic field and they made a relation between anxiety and the personality (Horwitz,2001) . Students can be affected by several factors during their studies, and anxiety is one of the most controversial factors that have a direct impact on the student’s psyche. Anxiety has several types and can be categorized as: state and trait anxiety, situation specific anxiety and facilitative and debilitating anxiety.

3.1 State Anxiety

The first type is State anxiety; It called state because it is related to a certain moments, is a state of tension, fear, or discomfort associated with a

Specific event in a specific period. it is a temporary feeling when the person feels threat and danger , for example a person hears some news about his friends he becomes extremely anxious and not able to handle the situation)Karstensson .2002).As it and he turns into a state of panic and doesn't know what to do. State anxiety is unwelcomed feeling that may interfere with the person ability to react positively in certain tasks.

3.2 Trait Anxiety

Trait anxiety is a form of anxiety that is stable part of the personality; it refers to stable proclivity to become nervous in wide range situations. According to Speilberger (1983); trait anxiety is “relatively stable individual differences in anxiety-proneness, that is, to differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety reactions” (p.1); it is also “an individual’s likelihood of becoming anxious in any situation». Often people with high trait anxiety feel stressed and worried in less dangerous situations .Maclyntre and Gander (1991,p87) indicate that trait anxiety is one of the permanent types of anxiety .

3.3 Specific Situation Anxiety

According to (Ellis 1994) specific situation anxiety aroused by a particular event or situation such as public speaking. As MacIntyre and Gardner defined situation specific anxiety “The probability of becoming anxious in a particular type of situation, such as during tests (labeled test anxiety), when solving mathematics problems (math anxiety), or when speaking a second language (language anxiety)” (1999,p.87).This type of anxiety may occur in foreign language classrooms, Some students have a high level of stress and fear when it comes to tests, this stress affects their memory and makes it difficult to retrieve tribal information. In other cases Anxiety prevents the students from reading books, participating or even talking with classmates as students with anxiety finds it very stressful to communicate with others.

3.4 Debilitative and Facilitative Anxiety

Historically, anxiety has played a crucial role in human survival by serving as a natural response to potential threats. For example, feeling anxious or stressed in the presence of danger, such as fire, helped early humans avoid harm. Thus, anxiety is not inherently negative.

For that reason, anxiety can be used as good motivator and provide the learner with energy to do certain things as well as it can cause troubles to the learner as he feels too much anxious about an exam that definitely would lead him forget the information and what did he revise for that particular exam

Debra Hope, the Aaron Douglas professor at the University of Nebraska describes social anxiety as something we all contend with, “just a normal part of life,” across different situations. It’s just that some people cope with it better than others. Further, Alpert and Haber (1960) set a distinction between “debilitative” and “facilitative” anxieties. On the one hand, the former can work as a negative tool (Krashen, 1982), which is an obstacle that prevent learner from grasping the points and ideas he needs and that leads to state of discomfort and that is why students avoid to do certain tasks as speaking in front of their mates, On the other hand, the latter encourages the individual to solve specific tasks in certain time and leads to prepare for exams (Pérez Paredes,1999, p.58)

4. Extrovert / Introvert Personality

4.1 Personality

Personality encompasses a person's unique traits, attitudes, and behaviors that differentiate them from others. It is expressed through actions, language, and interactions with the external world. It also includes internal elements like values, desires, talents, and perceptions. personality is the nature of the person and it shows the real of one self. According to APA behaving patterns are referred to as personality. Understanding individual variances in particular personality qualities, such as friendliness or irritability, is one of the main goals of personality research. The other is comprehending how a person's diverse pieces

come together as a whole.

According to Long (2000:99), personality refers to: “those stable characteristics by which individuals differ from each other and which acts as the basis for what they do. It is a label normally applied to interpersonal behavior and we would for instance typically say that a person who is socially outgoing has an extraverted personality”

According to McAdams (2006) the personality is a unique variation on the general design of human nature. Human nature itself² what we human beings have in common with each other by virtue of the fact that we are all human is product of our species revolution whereas the personality develops across the individual life course, from birth to old age.

A psychologist named Carl Jung started to use the terms introvert and extrovert in the 1920s to define these two types of personalities.

4.2 Extrovert

The personality differs from one person to another, and here the focus is on a specific type, which is extroversion. Boroujeni (2015) argues “extroversion is the way people prefer to attain energy and focus their attention.” It means that the extrovert people manage to take their motivation and energy from the external world, and they generally do not have any problems to interact with people, according to Nezhad (2014), “students with an extrovert

personality are gregarious, active, risk-taking, impulsive, expressive, and enjoy learning.” taking part in groups.” Extrovert students are more willing to participate in the classroom and they are not anxious about other’s judgement, they usually like to speak in public and they have many friends. Generally, teachers prefer these students, as they are more active and bring the positive energy into the classroom, and they make the learning more collaborative by participating.

4.3 *Introvert*

Introversion is a unique personality style marked by a preference for internal reflection over external engagement. Unlike extroverts, introverts are more drawn to solitude and deep thinking. They feel more energized by time alone than by social interaction.

According to Boroujeni (2015) introvert people focus their energy more in the inner world and do not interact with people too much, introvert people tend to be shy, not talkative as the extroverts, calm and they are also ruminative, reflective. Jung in hall stated that introvert attitude that orients the person towards the inner. Jung in Hall (2010.336).so, they focus on their opinions their feeling and inner talking. Moani (2013) described the introverts is as people being “quiet, introspective, intellectual, well-order and unexpressive.

4. *4Characteristics of Introvert Students*

Introverted students are often misunderstood in classrooms, sometimes seen as disinterested due to their quiet and calm demeanor.

While some teachers may feel frustrated by their reserved nature, others recognize introversion as a normal personality trait and support these students appropriately. According to Our Lady of the Lake University (OLLUSA), introverted learners are typically calm, shy, reflective, and prefer solitude. They tend to form close-knit friendships and enjoy working independently. Because of their quiet temperament, they face particular challenges with tasks that require public speaking, such as oral exams, which can cause them significant discomfort and stress.

KEYWORDS ASSOCIATED WITH EACH PREFERENCE

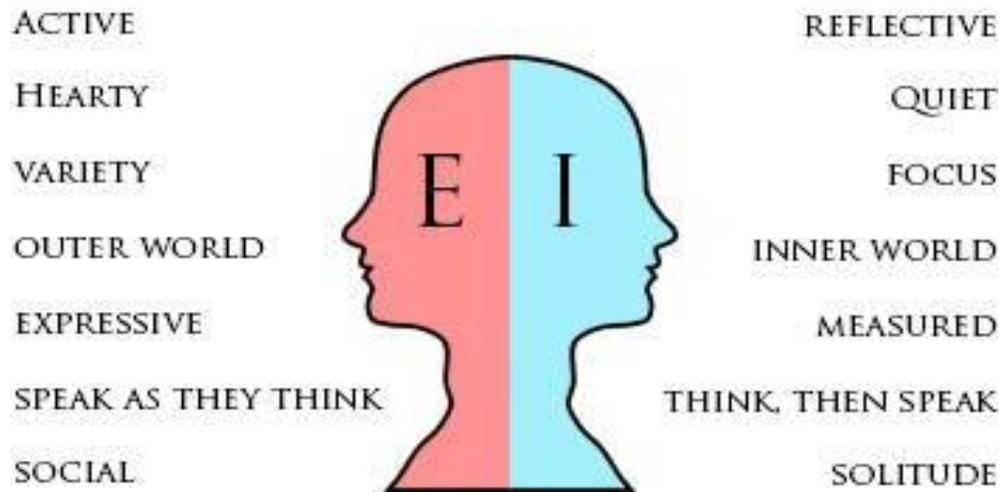


Figure 1.1: Introversion / Extroversion Differences

Note: from Trumblr by Introvert chill . August 2017

<https://introvertchill.tumblr.com/post/164515322133/introverts-vs-extroverts-explained>

4.5 Introversion/Anxiety

Anxiety and introversion can seem pretty similar, they involve many of the same signs but they are not the same . Introverts enjoy focusing on their inner thoughts and being alone, but people with anxiety avoid social life because they are afraid of people's judgments , disapproval humiliation, while introversion is a preference for environment that are not over stimulating (Cain,2012),introverts can have self-confidence , but anxious people have lower

self-esteem. people with anxiety feel embarrassed for not being able to do a certain thing because they lack the skill to do it, however introvert people can be competent , anxiety is something which can be environmental and the person can feel anxious due certain experiences while introversion is more likely to be genetic, it is a state of mind that is biologically natural due to some structurally different areas that are found in the introverted persons' brain. anxiety is painful and introversion is not.

INTROVERT SOCIAL ANXIETY

Is about social energy and how you recharge	1	Fear of social interactions or performance situations
Is a personality trait you are born with	2	Developed based on your environment
Is a way of life, you're in control of your choices	3	Prevents you from doing what you want
Solitude helps you recharge your energy	4	Solitude only provides temporary relief
Isn't afraid of what others think	5	Fear judgment from social interactions
Keeps social circle small and meets people on own terms	6	Want to meet others but fear or avoid doing so
Are able to enjoy social activities	7	Feelings of humiliation or embarrassment make it difficult to enjoy activities
You don't have a perfectionism attitude	8	Negatively critiques their performances

mindmypeelings

Figure 1.2 : The Differences Between Introversion and Social Anxiety

Note: From Introvert, Shyness and Social Anxiety: what's the difference ? by

Anthony. April 2021.

5. Effects of Anxiety

As indicated by Folk and Folk (2018), like symptoms, the impacts of anxiety appear in an alternate manner from when individual to another as it identifies with type, number, frequency and duration. These Effects of anxiety can be a change in the heartbreak, worrisome thoughts, a body shaking or it could a panic attack and the person can intentionally harm himself (Vanin & Helsley 2008)

Anxious people who have an excessive concern about future and past procedures, too much worrying about what is coming, They may experience some difficulties during learning (Goleman ,2004) shows that brain activity cognition can be negatively impacted by anxiety

Students with anxiety would confront issues with getting the data and the given thought by instructors, this problem can raise their anxieties responses; for instance, anxious students may fell anxiety due to non-understanding or misunderstanding of constructs and doing faults and mistakes (MacIntyre, 1995)

Anxiety is taking a tone of energy of working memory, and it can decrease the student's ability to act well in learning situations. Heimberg et al., (1993) Heimberg et al., (1993) found that individuals who experience a significant degree of Anxiety were less fruitful at encoding data and less successful at preparing learning occasions that is on the grounds that a major piece of their energy was taken to oversee tension and stress

Goleman (2004) also conducts that the brain activity and one's cognition procedure can be impaired and negatively affected by psychological impact of anxiety. Learning as a cognitive activity is based on encoding, storing and recovery. Each of these processes can be by anxiety because of its negative impact on one's attention and concentration

4.1 Effect of Anxiety on the Students

Anxiety occurs when person tries to perform something or speak in front a crowd, but doubts his ability to do so (Schlenker & Leary, 1982). Such doubt may be part of an equation that contains low self-worth and internalized shame (Gilbert & Procter, 2006). Students with anxiety may Together these can exert a massive impact on personal identity, social relationships, mental health and success in education (Ameringen et al., 2003; Fehm et al., 2005; Keller, 2003; Stein et al., 1999; Turner et al., 1986).

Students who suffer from this disorder can have a low academic achievement, they outwardly attempt to not engage in daily classroom activities, they may have a cold and bad relationships with their peers and teachers, inwardly the anxiety is affecting their memory and that would decrease their concentration level which makes hard to retain new information and recall previously learned information .In a study done by Nail, Christofferson, Ginsburg, Drake, Kendall, McCracken, & Sakolsky (2015) which dealt with teachers and parents, anxiety has been associated with low academic

achievement and low performance.

Test Anxiety can positively affect the learner and make him more eager to achieve positive results in the exam. In this case, Test anxiety is a motivator that increase the performance. Other researchers found that high level of anxiety could have a negative impact on the learner performance. when the person experienced a low level of anxiety, his performance in cognitive test was not affected and he or she did good, however if the person has an extreme level of anxiety his or her performance was weaker compared to when he or she did not feel anxious .Some studies have found that higher levels of test anxiety can lead to worse grade point averages in schools, similar to the findings on performance (e.g., Chapell et al., 2005).In addition, Test anxiety negatively affects the learners self-esteem and self-confidence, as achieving negative results leads to internal doubts about the ability to accomplish a certain thing or pass the test. Test Anxiety has a massive impact on the student's memory. Lupien(1998) indicated that stress has a huge damage on the declarative memory . This result is supported by other findings Ashcraft and Kirk(2007) did a study that focus on effects of stress on working memory , they found that when students feel anxious their performance poor compared to their mates due to the fact that they were focusing their memory on their anxiety not the mathematical problem

8.3 Symptoms of Test Anxiety

Anxiety presents a wide range of symptoms, both physical and emotional, that can affect students differently. Some students may experience anxiety but still perform well on exams, managing their stress effectively. Others, however, may find it difficult to concentrate, as their energy is consumed by anxious thoughts rather than the test itself. Physical symptoms of test anxiety can include high blood pressure, rapid heart rate, shaking, trembling, and a dry mouth. On the emotional side, students may feel fear of failure, sadness, anger, or depression. Low self-esteem and negative self-talk are also common. These symptoms can seriously hinder academic performance if not addressed properly.

6. Causes of Anxiety

Researchers are not sure of the main cause of anxiety but too many efforts have been made to highlight it, according to NIMH anxiety is a result of different factors, it can be genetic or environmental which means that a person would be born with anxiety disorder because his ancestors already had it or stress from personal relationships, witnessing traumatic events or frequent abuse can all greatly lead to anxiety disorder.

A study published in Plosone which is a highly respected journal indicates that the *RBFOX1* genes are responsible in the development of anxiety, certain parts of the brain such as the Amygdala and hippocampus, the Amygdala is a small part of the

brain that deals with threat and make an alert when dangers seems to take place while hippocampus is a part of the brain that stores traumatic and harsh events and researches stated that it looks small in people who have experienced child abuse or military combats it means that a person would born with anxiety disorder and maybe because his ancestors had already anxiety before , or it the environment which include home,school,university,work place can be a major factor of anxiety

7. FIA Foreign Language Anxiety

Anyone who has taken a foreign language course can testify to the fact that it is a very challenging process.

The following quotes were collected from learners at the university of

Biskra :

"I feel that I'm good in English but the way others look at me when I'm speaking makes me freaked"

" Yes, I'm an introvert and I had some anxiety from my childhood but I feel it keeps increasing and I don't know what to do about it, let's state a fact that anxiety blocked me from gaining the marks I deserve"

The need for the English language globally has made students face a lot of challenges in their learning process and FLA is one of them. FLA is a feeling of stress and worries experienced while learning a foreign language, Horwitz, and Cope (1986) defined FLA as “a distinct complex construct of

self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” ,some researchers see FLA as a combination of multiple anxieties such as Communication anxiety, social phobia, state anxiety, Scovel (1978) believed FLA to be a combination of different inherent and outward full of affective factors. in the other side others concluded that FLA in one unique entity (Horwitz et al., 1986; Gardner and MacIntyre,1991) .Some symptoms that had been observed in some learning center included: fear, difficulty in speaking, these symptoms have a direct influent on the learners they stated:

“Although communication apprehension, test anxiety, and fear of negative evaluation provide useful conceptual building blocks for a description of foreign language anxiety, we propose that foreign language anxiety is not simply the combination of these fears transferred to foreign language learning. Rather, we conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 32).

And way further its effects can make some problems for learner in selecting his future career (Howartiz et all., 1986; Daly & Miller, 1975). (Horwitz ,2001) conducted that foreign language anxiety was the main reason for students-negative reactions to language learning and FLA itself could affect people to do bad in speaking in front of crowd for example.

The main sources of FLA are stated by Horwitz et al. (1986) as:

Communication apprehension (the fears of speaking with TL in front of others, fear of negative evaluation (the fear of how teachers will evaluate the students), and test anxiety (the worry of failing on exams). According to them FLA consists of: Self-perception, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al 1986: 128, cited in Dorney 2001: 364).

9. Conclusion:

Learning a foreign language can be something stressful for some students. This first chapter contained an overview about Anxiety and FLA. Anxiety defined as combination of tension, fear and physical changes such as shaking and high blood pressure in particular situations. Students differ in their tendencies and personalities, and the correct diagnosis is the way to find out if a person is anxious in general or has anxiety at specific times such as exams, what is termed test anxiety. In some cases students with anxiety may feel sad, depressed and tend to be introverted, but they do not choose introversion by themselves, due to anxiety factors. They attempt to be isolated from everyone, however an introvert enjoys his introversion and focuses on his inner world and he can be very creative in his field. Students with anxiety tend to know Anxiety's symptoms and the distinction between introversion and anxiety can be very helpful in terms of recognizing anxiety whenever it emerges, this helps to address the problem and tackle it immediately. Test anxiety is the feel of stress during an exam and that leads to lack of concentration as anxiety interferes with the student's memory and he puts a lot of efforts on his anxiety it absorbs their energy and also blocks them from participating and being productive in the classrooms, this so minimizing the sources of debilitating anxiety and enhancing the facilitative one is an obligation so learners can work with relaxed state of

mind. Many researches studied anxiety and how it interferes with student's needs.

Chapter Two

*Investigating the effects of anxiety on the 2Nd year students at the
University of Biskra*

1. Analysis of Students 'Questionnaires

2 .Analysis of Teachers' Questionnaire

Chapter Two

Investigating the effects of anxiety on the 2Nd year students at the University of Biskra

1. Analysis of Students' Questionnaire.

- 1.1 Introduction.
- 1.2 Description of the Questionnaire.
- 1.3 Administration of the Questionnaire.
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2. Analysis of teachers' Questionnaire.

- 2.1 Introduction.
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1. Analysis of Student's Questionnaire.

2.1.1 Introduction

The main goal of this research is to examine how anxiety affects student performance both in and out of the classroom. It aims to highlight the significant role anxiety plays in a student's academic journey and to offer a clear understanding of the issue to help find effective solutions. This chapter outlines the research process, including the tools used and how validity and reliability were ensured. Questionnaires distributed to both teachers and learners served as the primary method for collecting data and insights relevant to the study.

2.1.2 Description of the Questionnaire

This questionnaire was addressed to the 2nd year Students at university of Biskra, it was written and distributed in English, it was simple, and it could be answered by any student within very short amount of time It consists of 15 questions (open-ended questions, questions with multiple option and yes/no questions) these questions extremely important for examining students' understanding of the problem as well as the analysis of its findings helps to deal with it in more sufficient way. This questionnaire helps to know how learners see anxiety, what are the obstacles that they face because of anxiety, and if were they really aware of the existence of anxiety in the classrooms. Students could share their own opinions about anxiety and what should be implemented in order

to overcome this psychological problem as well as to add anything that is related to the topic.

2.1.3 Administration of the Questionnaire

The administration of questionnaire was on 20 April at the department of English university of Mohammed Khaider university of Biskra. It was administered to 5 groups through an application, students have welcomed the process of answering the given questionnaire and the whole process went perfectly without any problems, clearly students did not find any sort of difficulties or ambiguity as long as the questionnaire was easy and understood.

2.1.4 Methodology of analyzing and interpretation of the results

In this study ; the SPHYNX software program was used to analyse and interpret the data collected through questionnaires. As a reliable tool for processing educational and social science data, SPHYNX enabled the researcher to efficiently code responses, calculate frequencies, and generate cross-tabulations and graphs. This facilitated a clear and structured analysis of EFL learner's responses, helping to identify patterns related to test anxiety and its impacts on their academic achievement

2.1.4 Analysis of the Student' Questionnaire:

2.1.4.1 Question 1: are you a

Male - female -prefer not to say

Table (2.1) The gender of the Students:

Options	N	%
Male	93	40.9
Female	114	50
Prefer not to say	21	9.1

This survey targeted 228 of the 2nd year students at the University of Biskra, Students with different genders, backgrounds, age.

are you a
228 réponses

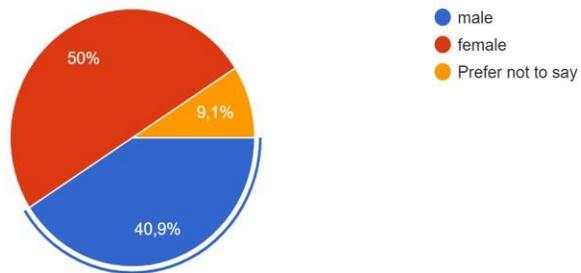


Figure 2.1: The Student's gender

The table shows that 50% of participants were females 40.9% were males and 9% preferred not to mention their gender. As most of 2nd year students are females, it was expected to receive more answers from them.

2.1.4.2 Question two: is the anxiety something totally genetic?

The answers collected were organized together according to the main point:

A.1. Anxiety is not always something genetic:

A1.1-not all the time it can be environmental as well

A 1.2- no, it really depends from a person to another

A 1.3-sometimes it is not and people aren't aware of that

A 1.4- it is rarely genetic, most of the time it is from the surrounding people

A1.5- it can be genetic but it is more related about everyone's environment

A 1.6- it has different source actually

A1.7- I do not think so, it probably has other origins

A.2 Anxiety is genetic:

A 2.1-yes, most of the time it something which stick with person personality

A 2.2yes , I totally agree with that

A 2.3-I am finding myself going with this idea, as anxiety is genetic

A 2.4-It is a mental problem that comes with human at birth; some people can get easily away from it while others can't

A 2.5 -We can say it is genetic, it something normal any human has it but its level is different from one to another

The answers of students are quite different, some of them went for the idea that anxiety is genetic, however the majority of students as the results show believe that anxiety can have different origins or sources and not totally genetic. It can be environmental as well. That leads to the idea of anxiety not always genetic and each individual who suffers from this psychological problem probably had ancestors who already struggled with anxiety, or he got it from his environment and a negative atmosphere

2.1.4.3 Question 3: Do you think students with Anxiety get the help they seek?

Similar answers were categorized under one main idea

A.1 Not enough help:

A1.1-Absolutely no, especially here in our country

A 1.2-Not all the time it depends

A 1.3-Not really, they are just being ignored all the time

A 1.4-No not really, in my case I've been struggling with anxiety long time ago and I didn't get any help from anyone even my family

A 1.5-Not always, depends on each person environment, if he finds people who are aware of anxiety they will help him

A 1.6-No I do not

A 1.7-I do not think so unfortunately

A 1.8-Rarely,

A 1.9-They are still suffering and no one is hearing their pain

A 1.10-No in our community people aren't really aware and they consider being shy lack of manhood or stuff like that

A 1.11-No, they are not getting help

A 1.12-Things are even worse in the third world countries, they don't care about such mental problems,

The answers that were collected from students reveal that most of the students do not believe that people with anxiety get the needed help, and they are still suffering from this problem, this is because of the lack of awareness of anxiety or the wrong perception on this psychological problem meanwhile a few students think people get help they seek from people who are aware of anxiety and its negative impacts. This information can be as an alarm bell as many people are suffering without any help and this definitely makes the process to solve the problem way harder.

2.1.4.4 Question four: How you can help someone to overcome Anxiety?

Similar answers were categorized under one main idea

A.1 Communication and the engagement in the social life

A 1.1-Being positive around them.

A 1.2-Talking to them and let them feel good about themselves.

A1.3-More practice by being in real life situation.

A1.4-Professional help, an encouraging learning environment and world's affirmation.

A 1.5-Yes of course just by talking more to them and let them get over some barriers and challenge themselves.

A 1.6-By telling them that most people are having different problems, everything will be good.

A 1.7-talking engaging in more social acts.

A 1.8-By making them feel comfortable and try to not bring any subject that bothers them.

A 1.9-Make them aware of anxiety that would ruin their life if they did not make a move at the right time.

A.2 Therapy sessions:

A.2.1-encouraging students to use anxiety-reducing techniques given by therapists.

A 2.2convince them that they need a professional help and there is no problem or shame behind that.

A.2.3-by trying to offer any kind of aid or suggest to do stress relieves activities.

A 2.4- he should go out of his comfort zone

A.3 The Relation with God:

A 3.1-pray to God, everything will be easy

A3.2-seek the God's help

According to the collected data, some students believed that more communication and the involve in social acts would help the person to reduce his anxiety, other students prefer the idea that person with anxiety are more willing to think too much and this is not helping them at all, they should take everything easy as it is, students also insisted on the therapist side and how stress relieves activities are so important to occur this problem, as well as the spiritual side is highlighted also, the relation with GOD and asking him for help and his mercy is an important factor in any healing process That all should come along with the awareness of the person himself of his problems and the acceptance of any kind of help that was proposed to him.

2.1.4.5 Question five: I feel anxious when the teacher asks me to speak in public

-Always -Usually -Sometimes - Never

Table (2.2) Anxiety While Speaking in Public

options	N	%
Always	98	42.9
Usually	22	9.5
Sometimes	98	42.9
never	10	4.8

The findings that are shown in the table showed 42.9% of the participants always feel anxious and stressed when it comes to speak in public.

I feel anxious when the teacher asks me to speak in public
22 réponses

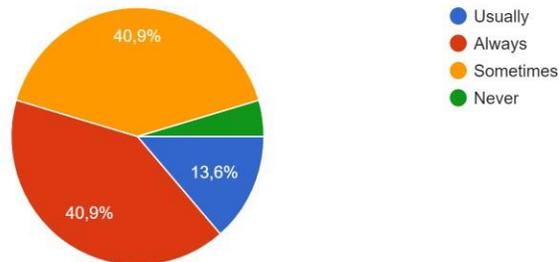


Figure 2.2: Public Speaking

It is really challenging for a student with anxiety to share his ideas in front of the crowd as they are always have the fear of being judged by others .42.9% of the student feel sometimes stressed in this situation and this can be quite normal unless it becomes repetitive meanwhile 9.5% usually has anxious thought when they speak in front of others while 4.8% of the students have no problem in talking while all the eyes are on them

2.1.4.6 Question Six: I feel comfortable when I meet new people:

-Always -Usually –Sometimes -Never

Table (2.3) Meeting New People:

options	N	%
Always	22	9.5
Usually	54	23.8
Sometimes	130	57.1
Never	22	9.5

As the results, the table above shows That 57.1% of the participants sometimes doesn't feel comfortable when they meet new people this can be due to different reasons

I feel comfortable when I meet new people
22 réponses

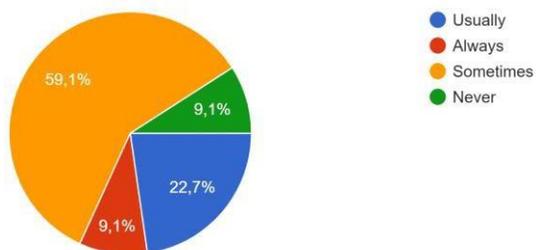


Figure 2.3: Meeting New People

Some earlier perceptions can the person have towards another one or due to an anxiety that makes the process of knowing new people hard and that creates an uncomfortable state of mind to the person. Whereas, 23.8% of the students usually feel uncomfortable, which anxiety can manage to play its role in creating this state. Few students, 9.5% always do not feel comfortable in the process of meeting new people and this is a sign for a real problem can affect very badly their relationships with their colleagues and teachers. Also 9.5% of the students never have a feeling of uncomfortably when they are creating a new relationship; this is because they are not anxious students.

2.1.4.7 Question seven: I prefer to take an oral exam rather than a written one

-Always -Usually – Sometimes –Never

Table (2.4) The Oral and Written Exams

Options	N	%
Always	31	13.6
Usually,	41	18.2
Sometimes	93	40.9
Never	63	27.3

According to the table displayed below, 40.9% of the correspondents sometimes prefer to take an oral exam rather than a written one. Each student has his preferable idea concerning the best way to take an exam.

I prefer to take an oral exam rather than a written one ?
22 réponses

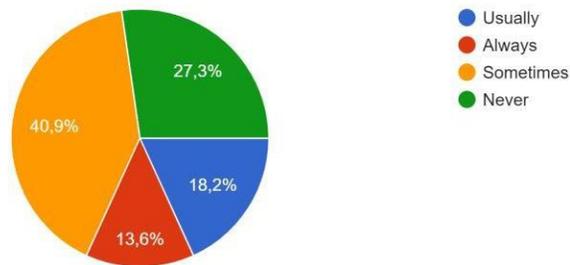


Figure 2.4: Written and Oral Exams

. Meanwhile, 27.3% of the students never attempt to take an oral exam, this is because students who struggle with anxiety find themselves struggling with low self-esteem and lack of confidence, this mental warfare students have within their minds can easily create some wrong ideas about others and a fear of how their mates see them during a presentation, so to avoid the stress they refuse to present their works orally , 18.2% of the participants revealed that usually prefer to take an oral exam, while 13.6 % always choose the oral one as they have no problem in talking in front of others.

2.1.4.8 Question eight: I like to work in groups:

-Always –Usually –Sometimes –Never

Table (2.5) Group Work

Options	N	%
Always	73	31.8
Usually,	21	9.1
Sometimes	104	45.5
never	30	13.6

As it indicated in the table, 45.5% of the students sometimes prefer to work in groups meanwhile 31.8% of the participants always like to work within a group,

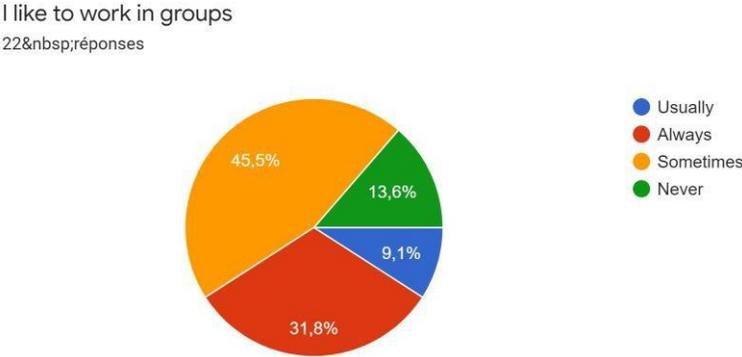


Figure2.5: Collaborative Learning

Students are not afraid of sharing their ideas and many researchers focused on the efficacy of working in groups and how it manages to reduce the level of stress among students as they have different opinions on a subject so they

collaborate and communicate with each other to serve their common goal. 13.6% said they never like to work with others, whereas 9.1% are usually comfortable with that.

2.4.1.9 Question nine: are you easily hurt of what other people do or say about you?

-Always -usually -sometimes -never

Table (2.6): The Effects of People Opinions

Options	N	%
Always	41	18.2
Usually	22	9.1
Sometimes	124	54.5
Never	41	18.2

According to the results displayed in the previous table, 54.5% sometimes get hurt about other's judgments; it really depends on the one who is making the judgment, if he is a close relative, the teacher, the boss ...ext.

Are you easily hurt by what other people do or say to you?
22 réponses

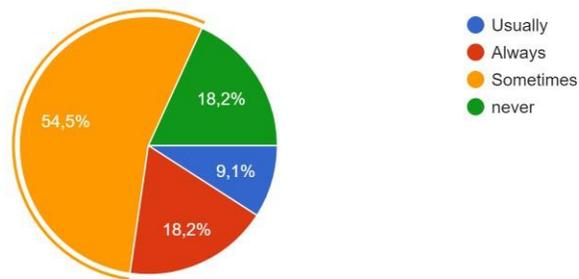


Figure 2.6: Other People Opinions

The lack of confidence which can be caused by anxiety makes the person an easy target to other words. 18.2% said they never get hurt by what someone else is saying, 18.2% always get hurt, and this is can be very damaging to the student personality and his learning experience. Only 9.1% are usually get offended by others claims.

2.1.4.10 Question ten: do you find it helpful if the teacher speaks about anxiety or any problem?

- Always -Usually -Sometimes -Never

Table (2.7) the talk about anxiety in classrooms:

Options	N	%
Always	104	45.5
Usually	73	31.8
Sometimes	51	22.7
Never	0	0

According to the results displayed in the table about how teacher's role can be significant in dealing with any psychological problem.

do you find it helpful if the teacher speaks about anxiety or any problem ?
réponses

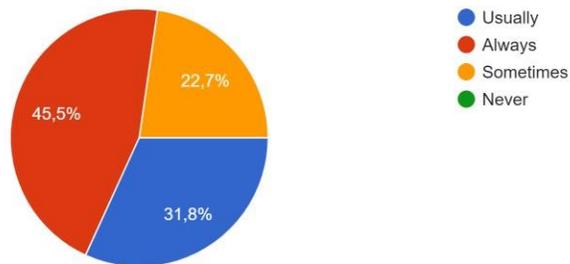


Figure 2.7: Students ' opinions about the Effectiveness of Talking about Anxiety

The majority of students 45.5% are sure in the effectiveness of teachers talking about any psychological problem and as the students feel that they are not suffering in silence and their teachers are aware of the problems they are

going through. 31.8% of the students usually feel that speaking about anxiety can be very helpful. 22.7% feel that sometimes talking about problems can be a push to occur any trouble, whereas 0% never, the student had no doubts about the effectiveness of speaking with them about their problems.

2.1.4.11 Question eleven: (if the presentation of a project was optional) will you present it?

-Yes -No

Table (2.8) The Presentation of a Work

Options	N	%
Yes	130	57.1
No	98	42.9

As it is indicated in the table above, 57.1% of the students would choose to present their works while 42.9% prefer to not.

(If the presentation of a project is optional) will you present it?
21 réponses

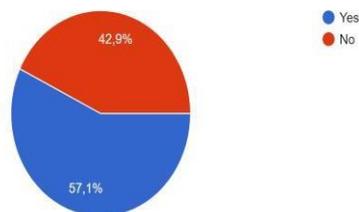


Figure 2.8: The Presentation of the Work

This maybe be attributed to the anxiety that leads to “students unwillingness “to present their work (the lack of confidence , stress , fear of others thoughts) all of these factors can block the learner from the participation, and teachers should take those factors into consideration . the lack of participation can be because of different problems and not only the "unwillingness of students to work".

2.1.4.12 Question twelve: do you avoid the eye contact when you are speaking to someone?

-Yes - No

Table (2.9) The avoidance of the eye contact

Options	N	%
Yes	155	68.2
No	73	31.8

As mentioned in the table above 68.2% of the participants attempt to avoid direct eye contact when they are into a conversation with someone

Do you avoid the eye contact when you are speaking to someone?
 22 réponses

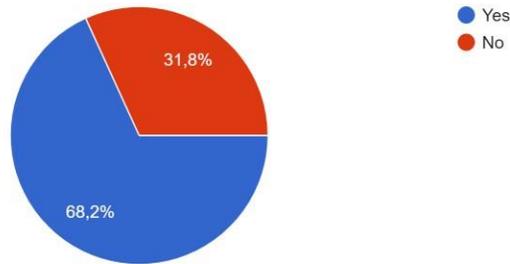


Figure 2.9 : The eye Contact

The student can be an introvert as anxiety and lack of confidence can be a major reason for that, as study shows 97% of people interaction is through body language while only 3% is verbal. That means people with anxiety would probably not have a good interaction and communication with others as they eye contact is strong sing of trust. 31.8% does not avoid the eye contact and that help them to build a solid relationship with others.

2.1.4.13 Question thirteen: Does it bother you if you are working and someone is watching you?

-yes -no

Table (2.10) Others' Judgments on your Work:

Options	N	%
Yes	165	72.7
NO	63	27.3

The results display that the majority of the correspondents 72.7% do not feel comfortable when they work and someone is watching them.

Does it bother you if you are working and someone is watching you
22 réponses

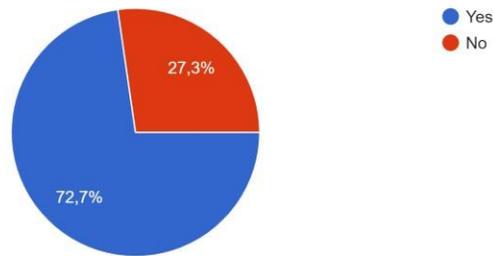


Figure 2.10: Other’s Judgments on a Work

They are probably too worried of the person judgments or his negative comments that affects their confidence which would not help them in the end to work with their 100% potential. 27.3% of students have no problem to work while other people are watching them because they are confident and the people thoughts do not impact them by any mean.

2.1.4.14 Question fourteen: the Algerian teacher cares about students with anxiety?

-Yes -No

Table (2.11) The Algerian Teacher and Anxiety:

options	N	%
Yes	41	18.2
No	187	81.8

As the results display, the majority of students 81.8% do not believe that the Algerian teachers' pay attention to students with anxiety, meanwhile only 18.2% think that teachers truly care about this problem.

The Algerian teacher takes care of students with anxiety
22 réponses

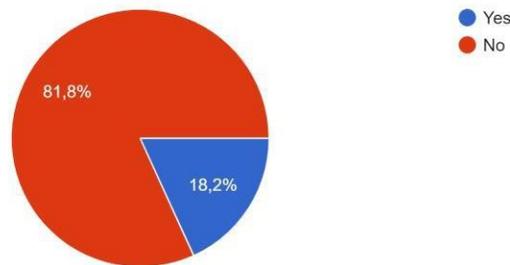


Figure 2.11: Does the Algerian Teacher care about Students with Anxiety

This shows that students possibly do not get the help they need from their teachers and this make the problem even worse, as the teacher is the main piece in the classroom, he should do more work to highlight the students' problems and find suitable solutions for it, the teacher role is not only on delivering knowledge to his students but also to create the perfect tunnel for this knowledge to go through.

2.1.4.15 Question fifteen: *feel free to add anything related to the topic*

Students 'comments:

-be good. Everything takes it easy.

-Anxiety is a very sensitive subject and it needs to be solved because it makes hard for learners to learn.

-Good luck with your research

-I hope people who suffered from it can be okay

-Wonderful topic! Best of luck

-the individual morality plays a major role in their anxiety levels.

-Wish you all the best

-I think the anxiety is part of natural human being we should tolerate with it but positively because no one is perfect from our situation, experience we learn.

-Anxiety is a real problem and should be solved, especially in our universities.

-Anxiety broke hearts, nobody ever can feel it unless he passes through, personally I am really suffering from anxiety, and I'm trying my best to avoid it as much as possible, the best way to get rid of it is just go to Allah's direction

-When students have anxiety, it can lead to poor performance and learning, poor self care practices and low self esteem

-Thank you for talking about this subject I think it's important to talk about it but unfortunately most teachers are ignoring the fact that some students have this sort of problem. We should deal with it more seriously as a problem

-mental health issues in Algeria is not that important, which I really wants to change that, a lot of students are struggling with anxiety in silence, which can lead them to more serious problems like depression

-thanks

The answers received from participants reveals that students think that people with anxiety suffer without getting any help from people around them or their teachers at universities, some students believe that anxiety is a normal behavior in some situations, but too much anxiety is a problem which should be dealt with. People should be aware of their anxiety and work to overcome and not consider as a sing of shame or weakness Other students appreciated the work and highlighted the necessity of tackling anxiety and wished luck.

2.1.5 Summary of the Findings and Results of Student's Questionnaire:

The Questions were addressed to The Second year students at the University of Mohamed Khaider, Students with different backgrounds and genders . Some students seem to be aware of the issue of concern and they had a lot to say about it ,most of them believe that anxiety is not entirely a genetic matter, probably the environment of the individual plays a role in reducing or increasing the severity of anxiety, meaning that anxiety can be genetic and acquired according to what the answers to the first question say.

Some Students do not believe that students who suffer from anxiety receive the necessary help and think that they are facing this problem themselves, Because students and teachers in Algerian universities do not have

real communication outside the scope of the lesson, there is an urgent need for dialogue and listening to the concerns of both parties.

From the answers to some questions related to the symptoms of anxiety, it can be said that many students suffer from anxiety or test anxiety with different intensity from one person to another, taking into account of course the difference in personality, but the common points between the answers can give an insight of how the students feel . The positive thing is that some students know that they suffer from anxiety, especially Test Anxiety or when doing any work or task in the classrooms, They know that it is a problem that they acquired in a certain way, and it was not part of their personality, and they seek solutions and help to overcome it .

Based on their prior knowledge, the students suggested several ways to reduce anxiety, such as developing social skills, talking about various problems, especially psychological ones, simulating reality and giving students the opportunity to express what they feel, visiting a psychologist if necessary, and spreading positive energy.

Questions from 3 to 9 were questions related to symptoms of anxiety, such as avoiding group work or speaking in front of others, taking into account the personality of the individual, it seems that there is some anxiety among some students, and the aim of these questions is to accurately diagnose the symptoms.

Most of the students are sure that the Algerian teachers do not care at all about the test anxiety problem of the students and do not make any effort to

reduce it, This is a big problem and it will lead to another problem, which is the lack of trust between the student and the professor, so work must be done to find a solution to these problems immediately. This could be true as well as it could be false, the only way to find out is through effective communication between students and teachers and doing seminars to various problems related to university.

2.1.6 Conclusion:

The data which were collected from the questionnaires administered to 2ND year students at the university of Biskra reveal that anxiety has different symptoms and affects students negatively, from the fear of others judgments to a high level of stress in the classroom. It is an Inverse relationship, whenever there is severe anxiety the students' academic achievements would be low Students questionnaires focused on the necessity of teachers and how they manage to play a great push and effort a huge positive energy to students with anxiet

2.2. Analysis of Teacher's Questionnaire:

2.2.1 Introduction:

Teachers are also concerned with giving their opinions and thoughts about anxiety, as they have the authority and power to manage their classes with the manner which they find it helpful and meet with their needs. Anxiety interferes with the academic achievement and many students suffer from it. How anxiety affects students, what are the possible solutions to reduce anxiety among students?

2.2.2 Teachers' Qualification:

The teacher who were given this questionnaire work at the department of English, Mohammed Khaider University of Biskra, they are highly qualified and experienced teachers. their opinions concerning anxiety is a great support that leads to create the perfect plan to tackle the problem.

2.2.3 Description of the Questionnaire:

The questionnaire is straightforward and can be answered in a short amount of time . It consists of 14 main questions. Qualitative findings were collected through open-ended questions (question number one, two, eleven, twelve and thirteen)

which mainly gave the teachers the opportunity to share their thoughts on anxiety and their way of teaching. This questionnaire contains multiple-choice questions (questions number three, four, five, six, seven, eight, nine and ten) that leads to quantitative findings. As we leave the last question for further comments, suggestions and anything which is related to the topic

2.2.4 Administration of the Questionnaire:

This questionnaire has no precise date as it was addressed through an online platform (Google form) and sent via emails to the teachers at university of Biskra, it is highly important to highlight that only response were received, Teachers who responded to the questionnaire shared good information that was very helpful, and they did not hesitate to give their encouragement and their amazing comments.

2.2.5 Analysis of the Results:

2.2.5.1. .Question one: How does anxiety affect students learning achievement?

Similar answers were categorized together under one main idea

A1. Anxiety affects negatively the student's academic achievement

1-Anxiety may affect students' progress and it's related to their psychological and social problems that they do not share with others or cannot find solutions to remedy these problems. All these issues may create a kind of introversion and fear or shame in front of others which will decrease their academic production and therefore their achievement in class.

2-It impairs the learning process It is obvious that anxiety affects learners' performance. It Simply impedes language Learning.

3-Students with anxiety are less likely to gain any learning achievement due to their passive behavior in the classroom.

4-Some of The Students in the classrooms have that kind of stress especially when they get to perform or present a research or something like that and it reduces the ability to produce a good presentation which will affect their grades.

5-Anxiety affects student's confidence and self-esteem as he does not believe in his abilities so he would not do well at class.

The teachers agreed on the negative impacts of anxiety. Students who cannot deal with their inward problems face a lot of difficulties in doing regular classroom activities such as work presentation, participation, speaking to their Pairs or teachers. That inhibits their learning production which basically leads to more shame and lack of confidence

2.2.5.2. Question two: what are the major differences between normal students and students with Anxiety?

The answers collected are in the table below:

Table (2.12) the Difference between Normal Students and Students with Anxiety :

Normal students	Students with anxiety
Extroversion	introversion
Easygoing	isolated
Working in groups	individually
Having friends	No friends
Independent	dependent
Motivated	Less motivated
Confident	Less confident

From the previous answers, teachers have mentioned a lot of difference between a student with anxiety and other students. Due to low self-esteem and lack of confidence, students with anxiety would not like to perform some tasks like oral presentation. or any communicative activity. So, this less of interaction make them more isolated and they circle themselves with few people. Students with anxiety are not well motivated towards their studies as they are struggling with their anxiety and other psychological problems; this struggle consumes their energy and motivation which directly impacts their learning process.

2.2.5.3. Question three: do you talk with students about their psychological problems?

-Always -usually -sometimes -never

Table (2.13) speaking about students ‘psychological problems

options	N	%
Always	3	50
usually,	2	33.3
sometimes	1	16.7
never	0	0

The results display in the table show that 50% of teachers always look to talk about the psychological problems of the students, as they find it a good way to build a strong relationship with them.

Do you talk with students about their psychological problems ?
6 réponses

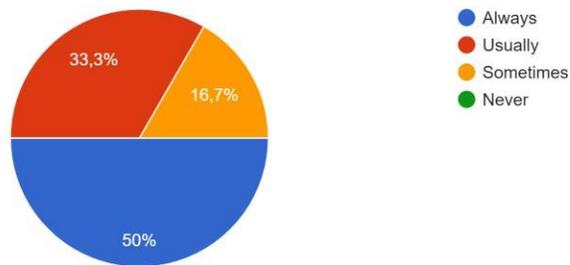


Figure 2.12: Speaking With Students about their Psychological Problems

33.3% usually speak about these kinds of issues, they consider it as a serious matter meanwhile 16.7% sometimes do. The most important point that none of teachers choose the option never, here the importance of communication emerges to be a very effective way to make students feel relaxed as their teachers are aware of what is going on with them

2.2.5.4. Question four: do you often seek to create a comfortable atmosphere for students to learn?

-Always -usually –sometimes –never

Table (2.14): The good Atmosphere for Learning:

options	N	%
Always	6	100
usually,	0	0
sometimes	0	0
never	0	0

As it is indicated in the results all teachers 100% are always trying to make the perfect atmosphere for learners to learn.

Do you often seek to create a comfortable atmosphere for students to learn ?
6 réponses

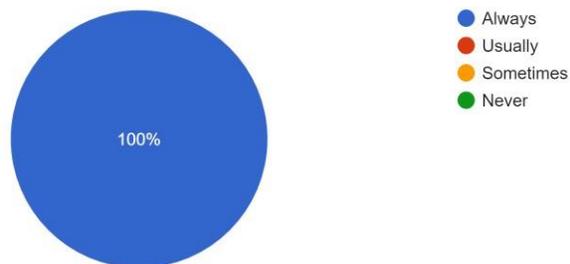


Figure 2.13: Does the teacher create the good Atmosphere for Learners

As it makes the flow of information goes smoothly and minimizes the distractions in classrooms. That leads to a good learning experience an students would feel happy about their learning.

2.2.5.5 Question five: do you think that talking with students about anxiety will help to reduce it?

-Always - usually -sometimes -never

Table (2.15): how talking is helpful to reduce anxiety

options	N	%
Always	4	66.7
usually,	1	16.7
sometimes	1	16.7
never	0	0

66.7% of the answers indicated that teachers always talk to their students about the problems they face because of their positive impact on the student's psychological state.

Do you think that talking with students about anxiety will help to reduce it ?
6 réponses

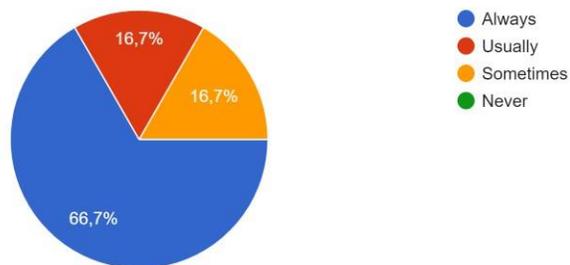


Figure 2.13: Speaking is Helpful to Reduce Anxiety

16.7% usually speak about the student's obstacles, and they are flexible with their students and giving them the opportunity to talk. 16.7 % sometimes bring the problems subject, they probably are not aware of the importance of effective communication in teaching.

2.2.5.6. Question six: do you think that working in pair and groups will help students to overcome anxiety?

-Always -usually -sometimes -never

Table (2.16): the efficacy of group work

options	N	%
Always	2	33.3
Usually	3	50
Sometime	1	16.7
never	0	0

The results in the table above show that 50% of teachers think working in groups help students to overcome anxiety, pair works create a chance for learners to communicate with each other and cross the borders of shyness and stress.

Do do you think that working in pair/group will help students to overcome anxiety?
6 réponses

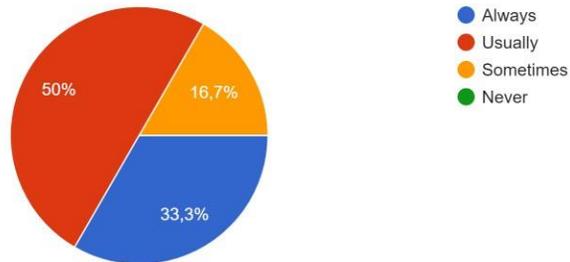


Figure2.14: the Efficacy of Group Work

33.3% of teachers believe that groups always help students to reduce their anxiety. Meanwhile, 16.7% think group works are sometimes helpful. And none of the teachers had doubts in the benefits of group works as Never had 0%

2.2.5.7 Question seven: do you often give your students an oral homework?

-Always - usually –sometimes –never

Table (2.17) Oral works

options	N	%
Always	2	33.3
Usually,	1	16.7
Sometimes	3	50
Never	0	0

The results show that 50% of the participants sometimes gave their students Oral works, so they can know the oral abilities of the students and rate it.

Do you often give your students an oral home work?

6 répons

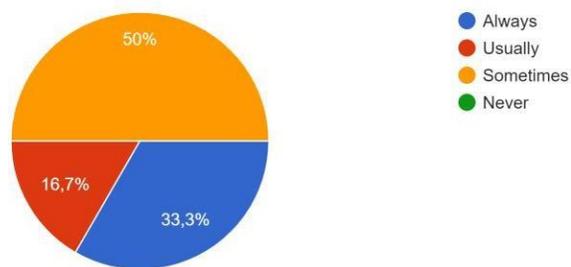


Figure 2.15: Oral Home Works

33.3% always ask their students to do some oral tasks, presentation of the work leads to highlight the oral level of the students, communication skills level and his psychological problems such as anxiety. By knowing it, the teacher can adjust his manner of teaching to meet his student's needs to reduce the level of anxiety. 16.7% of teachers usually gave their students oral tasks because of its importance in the learning process.

2.2.5.8 Question eight: do students with anxiety perform better in written assessments?

-Always -usually –sometimes –never

Table(2.18) Students with anxiety performance in written assessment

options	N	%
Always	0	0
Usually	4	60
sometimes	2	40
never	0	0

As it is indicated 60% of teachers assume that students with anxiety do better job in written...this is mainly because they are putting too much effort on the written works and rely on it most of the time to get good marks.

Do students with anxiety perform better in written assessments?
5 réponses

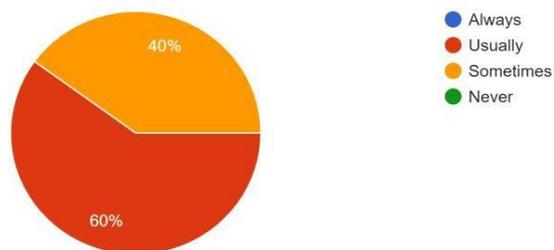


Figure2.16: Teachers Opinions about the performance of the Students with Anxiety

Meanwhile 40% think that students with anxiety sometimes work good in written assessment, the students with anxiety avoid oral tasks due their anxiety and they do not want to consume their energy, so their full potential focused on written work

2.2.5.9 Question nine: do you use materials in teaching?

-Always -usually –Sometimes –never

Table (2.19) The Use of Materials

options	N	%
Always	3	50
usually,	1	16.7
Sometimes	2	33.3
never	0	0

The result show that all 50% of teachers always use the materials such as the records, audio visuals. 33.3 of the participants sometimes use materials,

Do you use materials in teaching?
6 réponses

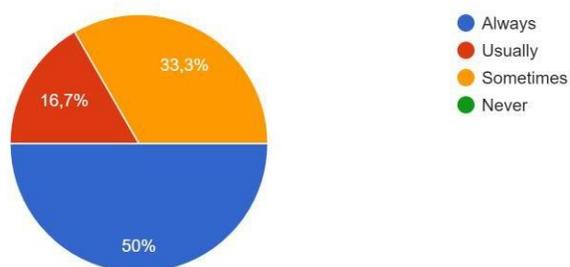


Figure 2.17: The use of TLM

While 16.7% Usually have materials as part of their teaching method. all the teachers use materials which are highly effective in the transmission of data as well as it makes students grasp information quickly, the audiovisuals are often used in the majority of the classrooms and other TLM as tapes , internet , power point etc..

2.2.5.10 Question Ten: do you believe that the use of materials would help students to reduce test anxiety? -Always - usually –sometimes –never

Table (2.20) how teaching materials reduce anxiety:

options	N	%
Always	2	33.3
usually,	2	33.3
sometimes	2	33.3
never	0	0.1

33.3% of teachers believe that materials are always good to reduce anxiety, as students enjoy learning through materials, they are more willing to put more efforts

Do you believe that the use of materials would help students to reduce anxiety?
6 répons

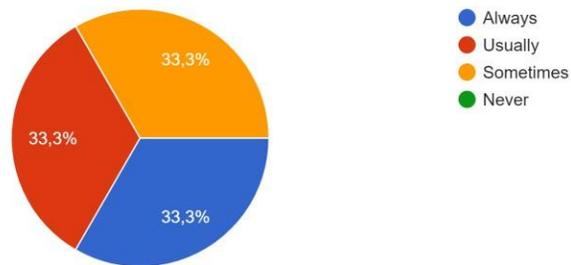


Figure 2.19: Teachers Opinions about the Efficacy of TLM

For example, the students use voice recorder to present a work helps him to reduce the level of stress and get more confident in his abilities, reducing anxiety is a systematic process and small things count. 33.3% of participants believe that materials usually help student to overcome his anxiety towards some tasks. Meanwhile, 33.3% believe that sometimes materials work at reducing anxiety. once again, as the question number... All the teachers agreed on the importance of materials in the teaching process and how it manages to aid students getting more comfortable while learning.

2.2.5.11 Question Eleven: how can (teacher as research) approach help students to overcome psychological problems/anxiety?

Similar answers were categorized together under one main idea

A.1 Being ready:

-1It helps teacher to stay ready and tackle any situation he faces.

A.2 Creating a Comfortable Atmosphere:

2-Creating a positive classroom atmosphere can help a lot. Most importantly, the teacher needs to set a positive rapport with their students. Bringing a sense of humor to the classroom is very important

A.3 Special treatment for the students with anxiety (advices, positive reinforcement

3-Performance is the key to take off anxiety from students, when students are given roles to act and the teacher insist on them to do the activity is a kind of a boost that encourages them to extract their inner competencies.

4-Using relaxation procedures Helping students recognize and modify anxious thoughts

5-Providing special treatment for those who are suffering from anxiety by lifting their moral and mental energy with helpful activities or positive reinforcement.

6-A Teacher can help the students with anxiety and getting over this obstacle by giving them great advices and information and talking to them more often which will lead them away from being anxious.

Teacher as researcher approach makes the teachers build solid knowledge on anxiety or any other obstacle as well as to deal with the problems. Teachers seek to create a very comfortable atmosphere for learners as it was highlighted in the question number four..., the effectiveness of communication and giving advices to students was mentioned also in the question number 5 , students with anxiety need some special treatment as they are going through a mental war with anxiety and they need both help and more understand from their teachers , classmates and family ... teachers are aware of their students problems and this collaboration between students and teachers makes the process to reduce the anxiety becomes more easy

2.2.5.12 Question Twelve: How is your relationship with students (Propose, Teacher Centered, Student Centered, Collaboration, Facilitator, Adviser, and consultant)?

Similar answers were categorized together under one main idea

A.1 Facilitator/ adviser

1-I'm so attached to my students in a way that I collaborate with them a lot and give them so many advices in so many fields not just teaching and learning

2-I like to be a facilitator, a participant and a partner. Of course, advising students is necessary.

A.2 Flexible:

3-Usually, flexible

4-It depends on the area of the lesson. each part requires a suitable rule

A.3 Authoritarian

5-I prefer to take action over all the class to keep things steady and strict and of course giving students the opportunity to express themselves and their ideas

6- As a teacher, the best thing is to be an authoritarian which means to manage the class and at the same time to give students the opportunity to express themselves in a free way

Teachers like to participate and bring their own energy to the lesson and make themselves part of it, to bring more attention to the course. Being advisor is very important, the teacher is the main source of knowledge, however his role doesn't stop on giving information but also to advise students, so they can get a clear idea of what they are about to learn. Some of them are more flexible to do whatever beneficial to the classroom, each aspect of learning process requires to quickly fit in and to do what best for the students as far as they are concerned with the lesson, however other teachers manage to take control over the class to keep the classroom strict and to avoid any kind of distractions or distribution, however they gave students the opportunity to share their ideas and opinions

2.2.5.13 Question Thirteen: how can you help student with Anxiety?

Similar answers were categorized together under one main idea

A.1 Implementing mindful procedures

1- Personally, prefer to positively reinforce my students and do my absolute maximum motivate them to be active and anxious free.

2-Presenting real life situations to students and asking them to perform in class and outside

3-Offer extra time to do home works and quizzes Use alternative of the classroom participation

4-Motivate students psychologically Positive reinforcement has great effect on students' behavior, and it can be implemented with different manners, also teacher attend to bring real life situations, so the students get used it and reduce the stress that comes with these situations. In addition, students with anxiety have to learn to take responsibility of their actions inside or outside the classroom and avoid blaming others, being responsible increase their confidence.

A.2 Communication with students:

-By giving them great advices Reaching out to them talking to them more often Helping them getting through this barrier.

1-Helping them to take responsibility of their action. It is a systematic process.

2-Just be friendly with them, and show them that they are important variables in the process of teaching and learning. Try to be an empathetic listener and show that you care about their academic achievement.

Being a good listener can make anyone gets comfortable during the conversation. Teachers have to listen to their students and remove some barriers, so the students realize that they are not suffering alone. Teachers should advise rely on their prior experience and guide students to overcome any kind of problems in the future .

2.2.5.14 Question fourteen: feel free to add anything

-Flexibility and creativity are essential characteristics of a good teaching practice. The teacher needs to take the learners' affect into account, otherwise they may fail in helping those who are in need of them, especially anxious students.

-Anxiety affects students negatively. So, both teachers and students have to work together to reduce the anxiety affects.

-I guess it is the environment (family and teachers) who should help students who suffer from anxiety by listening to them and giving advice and boosting them to believe in themselves. Students who feel anxious should speak out their mind and take more opportunities to communicate with others and get enrolled in groups to go beyond their fears.

-Thank you so much for this survey I enjoyed answering these questions

-Teachers believe that student's environment should assist children who are anxious by communicating and listening to them and to give them more opportunities to express their thoughts, teacher also should create flexible methods which match with their needs and try to connect more with students to build collaboration and face any problem.

2.2.6 Summary of Results and Finding of Teacher's Questionnaire;

All the teachers agreed on the negative impact of anxiety on the student's self-confidence and self-esteem and how it prevents the student from achieving good academic results. the symptoms of anxiety are multiple and come in different forms depending on the student's condition and the severity of his anxiety. The teachers agreed on the importance of creating a positive environment for the students, and that talking to them about their various problems, including psychological ones, had a positive impact on the relationship between the students and the teachers. Anxiety makes some of the student's tasks very difficult, including speaking in front of others, and that is why most students avoid speaking because it requires extra effort for them.

Most teachers use Teaching and Learning Materials it because it greatly facilitates the process of transmitting information, as it attracts the student's attention and prevents him from thinking about things outside the scope of the lesson, as well as TLM give an insight and previous knowledge about different subjects

The relationship between the student and the teacher differs from one teacher to another. Each teacher deals with his students in the classroom as

required by circumstances and what he finds appropriate to achieve the desired results. The teacher can be authoritarian to be able to make things organized, steady and not outside the scope of the lesson. He can also be facilitator, giving his students a large space to express their opinions, or he can be an advisor, as he is the first source of knowledge in the class. The teacher advises his students based on his previous experience.

The Teachers who participated in the questionnaire teach at the University of Biskra and they have great experience and highly qualified in the field of education, so they have become familiar with most of the problems that hinder the academic achievement. Based on this experience, the teachers put forward several solutions to confront the anxiety, such as talking to the students about their problems, improve students' social skills, group work and implement the teacher as a researcher approach. .Anxiety is a major obstacle that many students suffer from, and it is necessary to cooperate between the teacher and the student to overcome this obstacle

2.2.7 Conclusion

The data collected from the questionnaire administered to teachers help to investigate the anxiety as a psychological problem which affect negatively the learning process of students. Based on teacher's previous experience, the questionnaire mainly focused on analyzing every possible angle of anxiety and suggest the prefect solutions for the problem that really inhibits the capacity of students and interfere with their learning needs. The questionnaire test the correlation which existed between anxiety and academic achievements.

Chapter 3: Recommendations and suggestions

3.1 Introduction

3.2 Anxiety as a serious Problem

3.3 Group Work

3.4 Effective Communication

3.5 Teaching and Learning Materials

3.6 Teacher as a Researcher

3.7 Strategies to Reduce Anxiety

3.8 Attack Negative Thoughts

3.9 Students Centered Lessons

3.10 Create Opportunities to Discuss Anxiety or any Problem

3.11 Providing Indirect rather than Direct

3.12 Conclusion

3.1 Introduction:

This chapter focused on the proposed suggestions derived from the research questions results. This work would help other educators to get a clear idea about anxiety and what are the perfect solutions to reduce it. The proposed solutions in this part are extracted from the analysis of the two questionnaires and in-depth research. This chapter provides an overview of the solution and how it reduces the level of anxiety among students. This chapter includes what the teachers have suggested in the recent chapter as well as some other strategies are being provided for the readers. These strategies help both teacher and students to implement the recommendation derive from other studies findings such as study to achieve the desired academic achievement.

3.2 Anxiety as a Serious Problem:

Many teachers believe that a little bit of anxiety is effective on learning and doing tasks, but when the anxiety reached a certain point, it effects negatively the performance, anxiety prevents the student from doing simple daily tasks that do not require much effort, and this makes him exert a double effort to control his anxiety and perform his duties. The relationship between anxiety and academic achievement is an inverse relationship, the higher the level of anxiety, the weaker academic achievement becomes, and vice versa, therefore the teachers should seek ways to reduce their student's anxiety

3.3 Collaborative Learning:

Group work refers to the collaborative learning , when the students work together to find solutions to the problems and issues , Students can distribute tasks and responsibilities, pool their knowledge and talents, and rely on one another for help, Additionally, students who engage in collaborative learning achieve higher marks, are more satisfied with their education, and are more likely to have a successful career .

Isalas (2004) defines collaborative learning as “a process of social construction of knowledge that takes place in the context of communities of inquiry”. This process of social construction of knowledge involves mutual engagement of participants in a coordinated effort to solve a problem together. during the mutual engagement students share the understand of the subject ((Benbunan-Fich, Hiltz, & Harasim, 2005)

3.3.1 How Collaborative Learning/Group Work Reduces Anxiety:

Many researches highlighted the effectiveness of group work in classroom, **Nakahashi’s study (2007)** ,he used some collaborative learning techniques to reduce the anxiety of freshmen students in Akita university, he created a good learning atmosphere for that led to a language skill development

, results showed that the level of anxiety reduced and the students had a good understand for the subject. Many studies, such as Somapee (2002), Seetape (2003), and Lapsopa (2005), demonstrate that cooperative learning strategy can help students to develop their English abilities

The use of collaborative learning activities such as ‘think, pair, share, when the teacher asks a question for the group, the students need to exchange thoughts and opinion with each other finally, the share of their results with the instructor and their classmates. The use of this approach is a necessity since it reduces anxiety and improve student’s language profinicey, it gives the opportunity for the students to support, encourage each other and get more confidence as they speak and remove the public speech barriers. according to research, students who participate in group problem solving are more devoted to the solution and are happier with their participation in the group than students who do not. So as long as the student feels happy with his performance in the classroom, he more likely to achieve better results

THINK-PAIR-SHARE

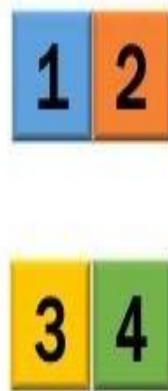
Round 1 - Think

Have students think or write about a discussion question.



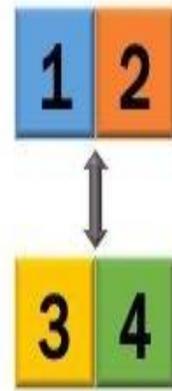
Round 2 - Pair

Allow students to turn to a partner and discuss their responses.



Round 3 - Share

Start a group discussion by having each pair share their responses with the class.



Vanderbilt University Center for Teaching

Think-pair-share developed by Lyman (11)

Figure 3.1: Think, Pair and Share Approach

Brame, C. J., & Biel, R. (2015). Setting up and facilitating group work: Using cooperative learning groups effectively. Vanderbilt University Center for Teaching. <http://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/>

3.4 Effective Communication:

Communication is very important aspect in the classrooms, and it helps both students and teachers to share knowledge opinions and ideas in class. The teacher must have a full understanding of the four modes of communication, speaking, reading, writing, listening. And should have to know use these modes in the classroom. Have an open door policy and help students to talk about anything that may occur, teacher does not know what his students are thinking of and only through information exchange he can figure out what are the needs of his students the exchange of ideas in a safe environment leads students to improve their skills. Effective communication is required to guarantee the success of the learners.

3.4.1 How Effective Communication Reduces Test Anxiety:

Karshen (1985) claimed that the learning process may be affected by the affective variables, Affective filter or mental block that is associated negatively with learning, if the mental block is high, learning is low and vice versa. Anxiety is a major mental block which prevent the students learning process to be smooth.

The first step to reduce students test anxiety is to remind the learners that they are not facing a weird obstacle and many students went through this trouble and they got over it. Teacher should talk with their students about any trouble and make them a part of the solutions, allowing students to solve the problems will enhance their critical thinking and self-confidence. In addition to that, talking about problems will make students feel comfortable as their teachers are aware of their issues and students are not alone in the struggle. Another way to reduce students anxiety is to bring topics in the students' field of interest and suitable for their proficiency level. One of the most efficient ways to reduce anxiety is to make the message so interesting that students forget that this is another language" (karshen, 1991 p 433). Teacher can encourage his students to join some English clubs, this will have a great positive impact on their fluency and social skills as they would be a part of many events that push them to communicate and implement their skills, eventually they feel comfortable during exams as they are confident of their skills .

Instead of spending three to four hours per day in English classes, using outmoded teaching methods and focusing solely on textbooks, one hour from this long lecture might be allocated to speaking practice or test students' knowledge in a lab. This technique will not only cut down on the number of monotonous hours spent learning English, but it will also allow learners to practice the language

3.5 Teaching and Learning Materials

Teaching and learning materials (TLM) used by the instructor to make his teaching more precise and understandable for the students, there are different kinds of aids, and it can be provided easily by the teacher or students. Materials like recorders, map, audiovisuals, print ...etc Teacher should have an idea about how to use TOM properly and choose the right time for it.

3.5.1 Characteristics of Teaching Materials

- Teaching materials are accurate
- Teaching materials are simple and easy to use
- Teaching materials can be used any time by the teacher
- Teacher materials make learning permanent
- Teaching materials save time and money.

3.5.2 Technologies used in the Classroom

-Videos

-Whiteboard

-Internet

-PowerPoint

-Tapes

3.5.3 How Teaching Materials reduce Test Anxiety:

Teaching is a social activity, and it is impossible to instruct students without engaging in it. To perform better, both the teacher and the student should participate in this activity. Teaching aids are crucial tools in the classroom that can help students learn more effectively.

There are many benefits in the use of TLM which can be very helpful to reduce the level of anxiety among the students. The teacher can provide through TLM some interesting subjects for his students, so they would be encouraged to tackle the subjects and talk with their teachers or classmates.

TLM can be used as a way for attracting students' attentions, so they would focus on the course. The activities employed in instruction turn the learning process into a game, and students enjoy the experience. The more helpful resources used, the more learning activities and chances of success are increased, students would not feel bored or lose attention, and they would be more productive in the classroom. While they enjoy finding solutions to the problem they forget about their anxiety.

Teaching and learning materials are very helpful in creating a positive environment where students would be able to express themselves freely without any boundaries or fear . Hyland (2003, p. 94) states that “one of the most important advantages of using authentic materials, is that it increases learners ‘motivation and reflects positively on their learning process.’”

3.6 Teacher as a Researcher

The concept of "teacher as researcher" emerged from practical teacher research in the 1920s and 1930's, (Chall, 1986), was edited by the action research movement of the late 1940's and 1950's (Corey, 1949, 1953; Lewin, 1946), and has generated for interests of educational publications for the past forty years.

Research is a process of building knowledge and teacher brought the knowledge they gain from research to their classrooms; a good teacher will analyze the student's needs and their attitude to adjust his actions to best meet his students' needs. to build a strong base for learning teachers as research often made his research to anything which is related to learning and implement his knowledge on the classroom, it is a process of bringing theory and practice together.

TAR would not only take action for the present problems they have but they can also have a perception for the problems they may tackle in the future such as test anxiety or anxiety , the teacher who has pre-knowledge and did research about the test anxiety would get an idea of the best methods and strategies to manage their classes and to perfectly deal with anxious students and giving them the help they need.

Teaching is very complex process and it cannot be predictable, each day the Teacher faces a new challenge which he must be ready for it. My challenge as a teacher and a researcher both within my own classroom and in a university, the setting has been to find a lens through which I could look at and talk about what was being accomplished in everyday life in classrooms: how it was being accomplished, what students were doing and learning, with whom, when, where, how, for what purposes, and with what potential consequences

(Santa Barbara Classroom Discourse Group, 1992)

3.7 Strategies to Reduce Test Anxiety :

3.8 Attack Negative Thoughts

According to Elaine Horwitz the most reliable way to help students to reduce their anxiety is to attack their negative ideas, teacher should help students to focus on what they are good at and helping them. giving them exams that he is sure they can be comfortable with recognize and modify anxious self-talk and anxious thinking. anxious students are too much worried about the mistakes they made while the less anxious students are willing to not focus on the errors they made

3.9 Student-Centered Lessons

The teacher has to plan his lessons and his teaching method to be suitable for the students. Some tasks, activities and methods may cause a feel of embarrassment and anxiety to some student and create what it is called

‘Cooperation learning’, teacher can provide students with tasks to do in pairs or groups, according to Worde (2003), when students feel alone with no friends, they are “more self-conscious. cooperative learning helps students to reduce their anxiety because they feel sense of community and comfort, class are consisting of good students and weak students, The weak students sit in isolation as they lose confidence in their ability to learn English. Working in groups is therefore, believed to help solve this problem, they will be courage to talk and to freely share their ideas with their classmates and teachers.

3.10 Create Opportunities to Discuss Anxiety or any Problem

Anxious students find it too helpful to know that their teachers are aware of the obstacles and the problems the students face, creating opportunities to discuss anxiety would help students to freely express their problems and to let them know that they are not alone in their suffer.

3.11 Providing Indirect rather than Direct Correction:

Teacher has to avoid the direct correction in speaking activities as it can affect the student confidence. Teachers should recognize that language learning, is a potentially stressful situation for some students, the teacher should not call them lazy instead they should identified as anxious students and he must do efforts to help them.

3.12 Conclusion

Learning FL is a stressful process for many students, before employing strategies to help Students overcome foreign language speaking anxiety, teachers should get to know them S, their attitude towards a language and to shed light into the reasons that underlie their Low performance and their unwillingness to engage in learning; it has been suggested "

Teacher as a researcher " approach which helps to make a combination between theory and practical engagement, can have a positive impact on both teacher career development and on Students' test anxiety level and motivation

General Conclusion

This research aimed to address the issue of anxiety in all its aspects and how it affects the student's academic achievement and makes his reception of information difficult. Learning is a complex path with many obstacles and different problems, including psychological ones. anxiety is one of the major obstacles that hinder the good progress of learning, and many students around the world suffer from anxiety because of its negative effects, the relationship between anxiety and academic achievement is an inverse relationship, which means that the greater the severity of anxiety, the lower the academic achievement and vice versa

This research is total of three chapters, the first chapter is considered as the theoretical part, which a literature review about anxiety was provided, the definition of anxiety as a state of tension,fear in certain situations, its causes, its types, its negative effects on the students learning process , the debilitating and facilitative anxiety, the type of personalities and the difference between introversion and anxiety , Foreign language anxiety while the second chapter is the practical part, two main questionnaires were addressed for both students and teachers, the two surveys consist of open ended questions, multiple choice questions, yes no questions and participants were free to express their ideas and opinions about how anxiety affects their journey and makes them feel anxious in

exams . The Analysis of the data collected helped in knowing what techniques students and teachers use to reduce anxiety.

In the third chapter several solutions and strategies to reduce anxiety were provided based on the students and teachers suggestions and other studies, the use of TLM , communication and group works are very effective to overcome anxiety and Increase the student's self-confidence ,in addition other strategies such as avoiding direct correction attacking their negative thoughts and giving the opportunity to student so they freely express their ideas the implementation of those strategies is very important to reduce anxiety.

This study is an attempt to investigate test anxiety impacts on the students 'academic achievement. Anxiety is a state of fear and panic in specific situations that vary in intensity from one person to another and have a direct impact on him. Anxiety interferes with several functions the student performs daily, such as examining and presenting work. This makes the efficiency be lower due to the effect of anxiety on the student's memory. This effect is accompanied by physical symptoms such as blushing and excessive shyness, which leads to a reluctance to perform several tasks such as speaking in front of others. Students who do not suffer from anxiety have a greater chance of achieving good academic results so that their focus is on doing their homework rather than facing anxiety reducing anxiety among students is through several

methods that have been suggested by qualified teachers and have been effective in facing anxiety such as using TLM, Teacher as Researcher approach , effective communication and to speak up about anxiety and other problems . more ways that have not been mentioned, of course. This emphasizes the need to work on becoming more familiar with the issue of anxiety and reducing it

Limitations

Some teachers and students were busy , which made the analysis of the results more difficult because it was done in a short amount of time. It is worth noting that some students are not accustomed to questionnaires and their answers were very brief, which made understanding their ideas difficult. We asked them to answer again to the questionnaire, and this wasted some time.

Future Researches:

There are many ways future researches could improve upon the current study design, for example future studies have to use larger samples and target EFL learners from different grades, also future studies can use more research tools such as observation and interview because anxiety is something which need to be observed, researchers can observe students' attitude towards some tasks in the classroom and compare the data collected. Additionally, researchers

can make an interview for teachers and ask them directly about their opinions and suggestions to overcome test Anxiety.

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Appendix A: Student's Questionnaire

Many people suffer from anxiety, and many students suffer as well, especially at universities. Dear 2nd year students at university Biskra you are kindly requested to answer the questions below that serve as a data-gathering tool in order to collect information about "anxiety and its impacts". I would be thankful if you answer these questions below and it will not take too much of your time. Thank you again Thank you

Are you

-male

-female

- prefer not to say

Is the anxiety something totally genetic?

Do you think students with anxiety get the help they seek?

How can you help someone to overcome the anxiety ?

I feel anxious when the teacher asks me to speak in public

-Always

-Usually

- Sometimes

-Never

I feel comfortable when I meet new people

-Always

-Usually

- Sometimes

-Never

I prefer to take an oral exam rather than a written one ?

-Always

-Usually

- Sometimes

-Never

I like to work in groups

-Always

-Usually

- Sometimes

-Never

Are you easily hurt by what other people do or say to you?

-Always

-Usually

- Sometimes

-Never

**Do you find it helpful if the teacher speaks about anxiety or any
problem ?**

-Always

-Usually

- Sometimes

-Never

(If the presentation of a project is optional) will you present it?

-Yes

-No

Do you avoid the eye contact when you are speaking to someone?

-Yes

-No

Does it bother you if you are working and someone is watching you

-Yes

-No

The Algerian teacher takes care of students with anxiety

-Yes

-No

Feel free to add anything

Appendix B: Teachers 'Questionnaire

Teaching is a complex process and it requires many efforts. Teachers face different challenges every day and anxiety might be one of them. Dear teachers you are kindly requested to answer this questionnaire that serve as a data-gathering tool in order to collect information about "anxiety and its impacts on student academic progress" it would not take more than 10 minutes of your time. Thank you

How does anxiety effect students learning achievement?

What are the major differences between normal students and students with Anxiety?

Do you talk with students about their psychological problems?

-Always

-Usually

-Sometimes

-Never

**Do you often seek to create a comfortable atmosphere for students
to learn?**

-Always

-Usually

-Sometimes

-Never

**Do you think that talking with students about anxiety will help to
reduce it?**

-Always

-Usually

-Sometimes

-Never

Do you think that working in pair/group will help students to overcome anxiety?

-Always

-Usually

-Sometimes

-Never

Do you often give your students an oral homework?

-Always

-Usually

-Sometimes

-Never

Do students with anxiety perform better in written assessments?

-Always

-Usually

-Sometimes

-Never

Do you use materials in teaching?

-Always

-Usually

-Sometimes

-Never

Do you believe that the use of materials would help students to reduce anxiety?

-Always

-Usually

-Sometimes

-Never

How can "teacher as researcher" approach help students to overcome psychological problems/anxiety?

How is your relationship with students (propose, teacher centered, student centered, collaboration, facilitator, adviser, consultant) ?

How can you help students with anxiety?

Feel free to add anything

