Exploring Learners' Foreign Language Anxiety during Oral Tests

The Case of Third Year Licence Students at the English Language Department

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Abstract

The present study aims at investigating learners' Foreign Language Anxiety in oral tests. The research in hand, then, aims to explore the level of anxiety among foreign language learners. This study is based on the hypothesis that high levels of anxiety lead to learners' poor performance when being orally tested. Therefore, in order to test this hypothesis and to answer the research questions, three data gathering tools were implemented: a questionnaire of Foreign Language Classroom Anxiety Scale of Horwitz, Horwitz and Cope (1986), a stimulated recall interview, and a semi-structured interview. The questionnaire was administered to sixty three third year LMD students of English language at Mohammed Seddik Ben Yahia University of Jijel. The stimulated recall interview was conducted with forty students from the population, and the semi structured-interview was done with six teachers of oral expression module at the English Language Department of Jijel University. The analysis of data revealed that most students were more anxious in oral tests due to communication apprehension, the fear of negative evaluation, negative self-perceptions, and the fear of failing tests. Finally, the study ends with proposing some coping strategies along with further future recommendations for both students and teachers to reduce learners' anxiety to improve their performance in oral test.

Key words: foreign language anxiety, oral tests, students' and teachers' perspectives

Dedication

In the name of God, the Most Merciful, the Most Compassionate

I dedicate this modest work to the dearest people in my life

To my gorgeous mother and my precious father

For their encouragement, support and love

May Allah bless you

To my brothers: Walid, Salim, Abdraouf, and my sweetheart Ayoub

To my only sister: Chaimaa

To my lovely teacher and supervisor: Chadia Chioukh

Without her this work could not see the light

To my dear cousins: Nabila and Radia

To my grandmother for her prayers

To all my family and relatives

To all my adorable friends

To all those who love me

 Imane Kharbouche

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

I lovingly dedicate this humble piece of research

To the memory of my father

To my mother, the light of my life, for her endless love and support

To my unique sister Fadia and her husband Messaoud

To my kindest and lovely brother Messaoud and his wife Assma

To my youngest and dearest brother Aissa

To my adorable nephews: Ramzi, Anis, Nourhane, and Midou

To my sweetest cousins: Nabila, Radia, Saida, Chafika, and Chaima

To all my uncles and aunts without exception

To my best friends for their support and encouragement: Sabrina, Fatene, Amira, Labiba,

Loubna, Karima, Nassrine, Soumia andFatima

To all those who love me and whom I love

Khadidja Kherbouche

Acknowledgments

Above all, all praise goes to Allah and may his peace and blessings be upon his Prophet for giving us the strength and capacity to complete this work.

Then, to our supervisor Mrs. Chadia Chioukh, we owe sincere gratitude and thanks for her valuable remarks, precious suggestions and constant help throughout the time.

We would like also to thank the board of examiners Mrs. Neghiz and Mrs. Kouira for reading this work at a particularly difficult time and for their effective critical comments. Special thanks go to teachers who assigned time from their busy schedule to give us the opportunity of interviewing them.

Final thank would be to third year students of English for their cooperation and collaboration.

List of Tables

List of Abbreviations and Symbols

%: Percentage

Q: Question

CA: Communication Apprehension

CRTs: Criterion referenced Tests

EFL: English Foreign Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLL: Foreign Language Learning

FNE: Fear of Negative Evaluation

LCDH: Linguistic Coding Deficits Hypothesis

NRTs: Norm Referenced Tests

SL: Second Language

SLL: Second language Learning

SRI: Stimulated Recall Interview

TA: Test Anxiety

TOFL: Test of English as a Foreign Language

WTC: Willingness to Communicate

Table of Contents

Chapter Two: Anxiety in Oral Testing

Chapter Three: Research Methodology and data Analysis

Résumé

ملخص

1. Statement of the Problem

In learning a FL, learners may face many difficulties which affect the process of foreign language learning. In fact, these difficulties prevent them from developing their speaking skills and more specifically from performing well in oral tests. Among these difficulties is FLA that is considered as one of the most negative factor that prevents them from attaining advanced levels in the learning process in general and the oral performance in particular. Putting it differently, learners may endure a set of negative affective feelings that may, in a way or another, affect the process of their learning among which is anxiety. The latter, as reviewed in diverse recent studies conducted so far in the English Foreign Language context, may bring detrimental results on learners' oral performance in testing situations.

Accordingly, FLA may be an obstacle that impedes the learners of a FL from doing well in oral tests. Having that impact on the learners' oral performance, language anxiety needs to be deeply investigated to help the students and the teachers as well get closer to its causes and effects so as to help the former overcome it and do better while being orally tested.

2. Aim of the Study

This paper is concerned about investigating the issue of learners' FLA during oral tests. It aims to:

- Explore third year English language students' level of foreign language anxiety and unveil the causes which lead them to experience it.

3. Research Questions

The present piece of research tends to answer the following questions:

1. How does FLA affect foreign language learners in oral tests?

2. To what extent the learners involved in this study experience the feelings of anxiety?

3. What are the most dominant factors that may cause students' anxiety during oral tests?

4. What are the strategies that can be adopted to reduce anxiety among learners in their oral tests?

4. Assumptions and Hypothesis

Considering the aim of this paper which casts light on exploring students' anxiety when being tested, we assume that:

- Language anxiety is the most negative affective factor behind students' poor achievement in oral tests.

- Raising students' and teachers' awareness about the effect of anxiety on oral test performance, along with the application with some coping strategies would reduce students' anxiety and enhance their oral performance.

Accordingly, the following statement is the basic current study's hypothesis:

If students endure a high level of anxiety, they will not perform well in their oral tests. Putting it differently, the more learners are anxious in oral tests, the poor their performance will be. And the less anxious and frustrated they are, the better their performance will be.

5. Research Method and Tools

In order to investigate the issue of language anxiety in oral testing, we adopted the descriptive paradigm as an appropriate approach to gather the needed data for this present study. And since it is the nature of the research that implies on researchers the use of a specific method, the descriptive designed method is chosen because the study in hand tends to unveil, describe and mainly explore issues in connection with anxiety and oral testing.

Hence, in this research paper, qualitative data are more needed than numerical ones because they reflect better the aim of the research since it deals with the issue of foreign language anxiety as it is considered as an abstract construct and cannot be easily and statistically measured.

Therefore, for a more relevant collection of data and adequate results, three forms of tools are used. First, Horwitz' questionnaire of foreign language classroom anxiety scale (1986) (FLACS) is delivered to sixty three third year LMD students in the department of English language at the University of Mohamed Seddik Ben Yahia - Jijel. Second, a stimulated recall interview is conducted with forty students from the same population. Finally, a semi-structured interview was conducted with six teachers of oral expression module in the same department.

6. Structure of the Study

This study is divided into three chapters, two theoretical parts and the third chapter is the field work of this research paper.

The first chapter reviews literature about foreign language anxiety: its definitions, types, its major sources, and some symptoms of anxious students, and finally provides some insights on whether language anxiety is a cause or a result, and it as well portrays the nature of the relationship between foreign language anxiety and language achievement.

The second chapter is concerned with anxiety in oral testing. First, it provides a theoretical background of language testing. Second, it explains what test means along with type of tests and testing methods. Then, it clarifies how to test learners' speaking skill. Finally, it deals with a deep investigation of test anxiety and its causes, and its effects on students' performance. The chapter then presents some strategies that students and teachers would use to reduce students' anxiety.

The third chapter is the practical part of the study, which is entitled "Research Methodology and data Analysis". The aim of this part is to discover students' level of anxiety and the causes which may induce this construct. It also focuses on the analysis of the data collected from the students' questionnaire, the results obtained from the stimulated recall interview, and the teachers' interview. Finally, this chapter exposes some of the encountered research limitations and suggests some pedagogical recommendations and issues for further future research.

Chapter One: Foreign Language Anxiety

Introduction

As many individuals are willing to learn English as a foreign language; it is really necessary to highlight the factors which may affect language learning. Cognitive factors as language aptitude and intelligence besides the affective variables such as motivation and anxiety are responsible for the success or failure of learners in the learning process. Anxiety is considered by many researchers, teachers, and students as the most important affective factor which influences foreign language learning especially in evaluative situations. This chapter exposes plainly the literature review that is related to language anxiety such as its definition, types, symptoms and its main sources to understand deeply this issue under investigation.

1.1. Cognitive and Affective Variables in Foreign/Second Language Learning

In the process of language learning, students vary from each other due to several aspects. Cognitive characteristics such as language aptitude and intelligence, besides affective variables as motivation and anxiety can explain the difference between their achievements. Meanwhile, the process of language learning can mean a second or foreign language. On the one hand, Foreign language (FL) is defined by the Longman Dictionary of Language Teaching and Applied Linguistics (Richards & Schmidt, 2002, p.20) as a language which is not the native language of a given region or country and is not widely used in communication or media. However, foreign languages are taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language. Second language (SL), on the other hand, is defined in the same dictionary (2002, p.47) as any language learned after one has already acquired his/her native language. The term refers to a language that plays an important role in a given country though it may not be the first

language of many people who use it. Yet, both terms are used interchangeably to mean any language learned after the first language.

The success or failure in learning and mastering a SL or FL can be due to individual differences (Dornyei, 2005, p.6). Such variations are embodied in learners' cognitive capacities mainly language aptitude and intelligence as well as their levels of motivation and anxiety. Language aptitude is defined as a natural ability present in every normal human being which makes one able to learn and acquire languages, besides Richards and Schmidt (2002) stated that "a person with high language aptitude can learn more quickly and easily than a person with low language aptitude" (p.28). According to Dornyei (2005) "the concept of language aptitude is related to the broader concept of human abilities, covering a variety of cognitively-based learner differences" (p.31). The second cognitive aspect which is intelligence, according to Gardner (1978) "refers to a general class of abilities which accounts for differences in the extent to which individuals understand the nature of any task to be learned" (p.3), in other words intelligence differs from one person to another in the sense that each individual has a different mental ability to understand different concepts. Gardner (1978, p.3) stated that both of language aptitude and intelligence serve as a facilitator role to students in the language learning process.

Besides cognitive abilities, affective variables as motivation and anxiety influence the behaviour of individuals in the FL/SL learning process (Gardner, 1978, p.3). First, motivation had a great amount of interest of research. It is defined as the force that drives or pushes the foreign language learner to accomplish his/her academic goals. In fact, motivated learners have the willingness to study and interact in language classes and as a result of achieving success. Motivation involves two aspects, effort and desire. They are both linked to each others; that is each aspect does not work alone to imply motivation. Thus, Gardner (1978) suggested that "both of them are necessary to accurately reflect the true meaning of

motivation"(p.3). The second affective variable is anxiety which refers to unpleasant experience felt in the FL learning process. Since it is the core of this chapter, it is further explained in the next sections.

1.2. Definition of Anxiety

Anxiety is described as one of the most affective construct in language learning and as the most well documented psychological phenomena (Zheng, 2008, p.2). Many researchers provide various definitions for anxiety, yet they agreed on the fact that anxiety negatively affects the L2 learning and/or production. However, it is necessary to mention some dictionary definitions for the term along with psychological ones.

The Concise Oxford Dictionary stated four meanings to anxiety: "1) state of being anxious-troubled, uneasy in mind; 2) concern about the future; 3) earnest desire (as in anxious to please or to succeed); 4) morbid state of excessive uneasiness" (cited in Crozier, 1997, p.123). The Penguin Dictionary of Psychology explained anxiety as "a vague, unpleasant emotional state with qualities of apprehension, dread, distress and uneasiness" (Cited in Crozier, p.124). Another definition provided in the Merriam-Webster dictionary, incorporated (2015) stated two definitions of anxiety as: 1) a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill. 2) an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.

Considering the psychological aspects of anxiety, many researchers and psychologists tried to define this concept to reach an understanding of its nature and symptoms. According to Kim (2001), anxiety is "a psychological construct or entity. We cannot see it with the naked eye or even with the aid of microscope, because it is an abstract entity without physical properties in its existence" (p.5). Another definition was provided by Darwin (1872) who

explained anxiety as "an emotional reaction that is aroused when an organism feels physically under threat" (as cited in Wilson, 2006, p.40). Moreover, Freud (1993) referred to anxiety "as an unpleasant affective state or condition similar to dread or nervousness, with physiological and behavioral manifestations". He also argues that everyone has personally experienced this feeling and therefore it needs no description (as cited in cook, 2006, p.14). Finally, it is important to mention one of the widespread definitions of anxiety in the field of foreign language anxiety, the one provided by Horwitz, Horwitz and Cope (1986) as "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p.125).

1.3. Anxiety Versus Fear

Feelings of anxiety and fear may occur in the same time; however we cannot use both the terms to mean the same thing. Hence, although both of fear and anxiety may produce similar responses in a given threatening situation and act as a signal of danger, many psychologists consider them as distinct from each other (Ankrom, 2016).

Izard (1991) claimed that "anxiety is not a basic emotion, however it is a hybrid emotion, which includes fear as part of its emotional palette but, it is not the same as fear." (as cited in Cook, 2006, p.9). Spielberger (1976) distinguished between anxiety and fear. He stated that fear is caused by "a real objective danger in the environment", however anxiety is often a response to an unknown threat or an unspecified danger (as cited in Wilson, 2006, p.41). Blanchard, Blanchard, Griebel and Nutt (2008, p.3) also made a distinction between fear and anxiety stating that fear is "the motivation associated with a number of behaviors that normally occur on exposure to clearly threatening stimuli." Anxiety on the other hand "is the motivation associated with behaviors that occur to potential, signaled, or ambiguous threat". In addition, Sylvers et al. (2011) stated that fear and anxiety are mainly different in four domains as "(1) duration of emotional experience, (2) temporal focus, (3) specifity of the

threat, and (4) motivated direction". While fear is described as short lived in a present situation towards a specific threat and facilitates to escape from it, anxiety is described as long acting towards a diffuse threat, and provides caution to interfere with constructive coping while approaching it (cited in Lawler, 2016).

1.4. Foreign / Second Language Anxiety

Anxiety has been found to interfere with many types of learning but when it is associated with learning a second or foreign language it is termed as Second or Foreign Language Anxiety (Tanveer, 2007, p.4).

In terms of definition, many researchers provided different explanations of Foreign Language Anxiety (FLA). MacIntyre and Gardner (1994a) defined the term as the "feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language" (cited in Wilson, 2006, p.35). Howeveret al. (1986) defined language anxiety as "a distinct complex of self-perception, beliefs, feelings, and behaviours to classroom language learning arising from the uniqueness of the language process" (p.128). Horwitz et al. (1986) were the first to propose that FLA, as a unique type of anxiety, which is specific to foreign language learning. In their article "Foreign Language Classroom Anxiety" they state that "when anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions" (p.125). In other words, psychologists made a distinction between individuals who are anxious in all situations and those who show anxiety feelings only in specific settings and in this case foreign language learning. Accordingly, they developed the Foreign Language Classroom Anxiety Scale (FLCAS), a questionnaire that consists of thirty-three items in order to identify learners' anxiety experienced in foreign language classes. Similarly, MacIntyre (1998) observed that language anxiety is a form of situation-specific anxiety. He (1998, p.27) stated

further that language anxiety is "the worry and negative emotional reaction aroused when learning or using a second language". Additionally, Kim (2001, p.6) claimed that all studies argue on the fact that language anxiety exists among students in a language class even if they do not experience it in other classes.

Meanwhile, several researchers agreed on the fact that foreign language anxiety has in most of the time a negative effect on performance. MacIntyre and Gardner (1991c) (as cited in Brown, 2000, p.153) concluded that foreign language anxiety can be distinguished from other types of anxiety and that it can have a negative effect on the language learning process. Horwitz et al. (1986) also stated that anxiety works as "a mental block against learning a foreign language" (p.125).

1.5. Opposing Theories to Foreign Language Anxiety

While many researchers, particularly Horwitz et al. (1986) argued that anxiety is the primary obstacle for individuals' performance in the production and learning of a SL or FL; other theories raise to claim that anxiety is not the only construct which determines the success or failure in this process.

The claims made by researchers on FLA have been disputed by the linguistic coding Deficits/Difficulties hypothesis (LCDH) put forward by Sparks, Ganschow, and their colleagues (1991). This hypothesis states that "poor performance in foreign language learning may not result from affective variables, but rather, from native language problems". Sparks and Ganschow asserted that students with the highest levels of FLA have the lowest levels of native language skills. In other words, the LCDH hypothesis permitted Sparks and Ganschow (1991) to propose that " linguistic coding differences in particular phonological and syntactic aspects of native language, are the primary causes of foreign language learning problems and that these give raise to affective factors, such as low motivation and high anxiety." (as cited in chen & chang, 2004, p.249). To confirm their hypothesis, Sparks and Ganschow conducted

a study to measure and define language difficulties associated with foreign language learning and anxiety through the use of a 29 items scale called the Foreign Language Screening Instrument for Colleges (FLSI-C). They concluded from the findings that high anxious students have weaker native language skills than less anxious ones. As a result, Sparks and Ganschow stand against MacIntyre and Gardner's position which reveals that anxiety is the main source of students' difficulties in FL learning. Argaman and Abu-Rabia (2002) supported LCDH view, stating that "if students with high language anxiety obtained significantly low grades in every foreign-language skill, the real problem may not be the anxiety but a lack of ability in the foreign language arising from a totally different origin." (p.157). However, this theory was opposed by Horwitz (2001) who stated that even highly proficient first language learners show high levels of FLA. Furthermore, MacIntyre (1995, p.95) argued that the LCDH is an insufficient explanation for individual differences in language achievement because it focuses only on cognitive ability factors, and discounts the social factors which are involved in the context of language learning like classroom interaction either with the teacher or classmates, motivation and attitudes, as it neglects entirely the role of affective variables in FL learning.

Another construct put forward as an alternative theory to FLA is willingness to communicate (WTC). McIntyre and his colleagues (2002) defined WTC as "an underlying continuum representing the predisposition toward or away from communicating, given the choice". They claimed that WTC may be found in FL or SL as it may be originated in ones' first language communicationskills (cited in Huang, 2010, p.6). Furthermore, MacIntyre et al. (1998) claimed that high levels of an individual communication ability does not necessarily reflect his/her high levels of willingness to communicate, however, it may be due to other factors such as group environment, one's self-confidence, type of personalities and degrees of motivation (cited in Huang, 2010, p.6). Similarly, McCroskey et al. (1991) explained WTC as

the choice of a learner to participate in conversation or not. In other words, WTC is the degree to which a learner is willing to participate in some form of interaction/communication with another individual in either the TL or native language.To contrast, the aim of FLA researchers is to study the reasons which make learners feel uncomfortable while communicating in TL. However, WTC investigates the conditions under which learners are willing to communicate either in first language or second language especially in classrooms emphasizing spontaneous learner interaction. Therefore, anxiety is not the only affecting factor which determines the students' achievement. Yet, it may originate from first language deficits or from the students' unwillingness to communicate which deprives them from developing their oral proficiency.

1.6. Types of Anxiety

Psychologists defined anxiety as a psychological phenomenon. They claimed that from a psychological point of view the construct of anxiety is composed of different constructs called types of anxiety (Toth, 2010). These types can be categorized as: state-trait anxiety, situation-specific anxiety, and facilitating versus debilitating anxiety.

1.6.1. Trait - State Anxiety

According to Spielberger (1983), trait anxiety refers to

> 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 (cited in Toth, 2010, p.6).

Based on this definition, trait anxiety reflects a personality character, which means that individuals differ from each other in the way they respond to situations perceived as being

dangerous or threatening. In other words, it refers to individual differences in reactions

towards a perceived danger or threat. Spielberger (1983) further asserted that the stronger the

anxiety trait is, the more likely the individual will develop much more level of responses and

will be more anxious in less dangerous situations (cited in Toth, 2010, p.6). Accordingly,

Goldberg (1993) stated that individuals with high levels of trait anxiety are nervous, lack

emotional stability and tend to experience more state anxiety elevations than low trait-

anxiety individuals (cited in Toth, 2010, p.6).

State anxiety, in turn, refers to "the transient, moment-to-moment experience of anxiety

as an emotional reaction to the current situation" (Dornyei, 2005, p.198). Additionally,

Spielberger (1983) (cited in Toth, 2010, p.6) claimed that state anxiety is "apprehension

experienced at a particular moment in time" as he stated that, emotional states are

characterized by "subjective feelings of tension, nervousness, and worry, and by activation or

arousal of the autonomic nervous system". So, unlike trait anxiety, state anxiety is a

temporary and not an enduring characteristic of an individual's personality.

In fact, the distinction between state and trait anxiety is coined by Spielberger (1975)

(cited in Kim, 2001, p.7) who argued that, while state anxiety refers to emotional reactions

towards a stimulus perceived as a danger in a particular situation. Trait anxiety, on the other

hand, refers to individual differences in reactions towards a perceived threat at any given

situation in the environment.

1.6.2. Situation-Specific Anxiety

In addition to conceptualizing anxiety as a trait anxiety and as a state anxiety, a third type

from which it has been investigated in various areas is known as situation-specific anxiety.

MacIntyre and Gardner (1994b) stated that this type of anxiety "can be considered to be the

probability of becoming anxious in a particular type of situation, such as during tests (labeled

as "test anxiety"), when solving mathematics problems ("math anxiety"), or when speaking a

second language ("language anxiety")" (cited in Wilson, 2006, p.44). This view of anxiety is based on the assumption that individuals experience anxiety differently in certain well-defined situations for example when taking a test or speaking in front of the teacher and classmates. Spielberger (1983) defined situation-specific anxiety "as a personal predisposition to become anxious in one type of situation, that is, a trait of anxiety applied to a particular context" (as cited in Toth, 2010, p.8). In other words, situation-specific anxiety is approximately similar to trait anxiety except that it relates to a given situation.

Thus, Foreign Language Anxiety is a situation-specific anxiety, since it is associated with a particular situation, the classroom setting, in which a language is taught and learned.

1.6.3. Facilitating and Debilitating Anxiety

In 1960, Alpert and Haber presented a clear distinction between two factors facilitative anxiety; as a positive factor and debilitating anxiety; as a negative one. Facilitative anxiety helps people to learn better when they feel nervous, and debilitative anxiety hinders performance (Wu, 2011, p.274)

Debilitative Anxiety, on one hand, has a negative impact on learners' performance and motivation, as it obstructs the learning process and makes it difficult. Facilitative anxiety, on the other hand, and as the word suggests, facilitates the learning process and enhances performance. Scovel (1978) distinguished between facilitative anxiety and debilitative anxiety stating that facilitative anxiety "motivates the learner to fight the new learning task; it gears the learner emotionally for approval behavior." (as cited in Cook, 2006, p.19), however, debilitative anxiety "motivates the learner to flee the new learning task ; it stimulates the individual emotionally to adopt avoidance behavior" (as cited in Cook, 2006, p.19). In other words, debilitative anxiety drives the students to escape from the learning tasks as a way to hide their nervousness. Facilitative anxiety helps students to cope well with the new learning information and encourages them to approve their proficiency.

However, while many studies agree on the fact that anxiety could have a positive effect in second and foreign language learning, Horwitz et al. (1986, p.129) viewed language anxiety as a "debilitating" phenomenon suggesting that learners should overcome this construct in order to succeed in the foreign language learning. However, Alpert and Haber (1960) claimed that an individual could have at the same time both facilitative anxiety and debilitative anxiety with different levels, "an individual may possess a large amount of both anxieties, or of one but not the other, or none of either." (as cited in Wilson, 2006, p.46). Scovel (1978) (cited in Wilson, 2006, p.46) also suggested that both of anxieties may work simultaneously.

1.7. Components of Anxiety (Causes)

In order to help researchers and scholars better understand the nature of anxiety in foreign language learning. Horwitz et al. (1986, p.127) recognized three related anxieties which are communication apprehension, test anxiety, and fear of negative evaluation.

1.7.1. Communication Apprehension (CA)

In 1970, McCroskey provided the original conceptualization of CA as "a broadly based anxiety related to oral communication". The author further modified the definition of the term as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons."(as cited in McCroskey, 1984, p.13). Based on both these definitions, McCroskey (1977a) focused clearly on the oral communication of CA and dealt with it in terms of a personality trait , however , in recent research McCroskey stated that communication apprehension encompasses all types of communication and has expanded to include both trait and situation views (cited in McCroskey, 1984, p.14).
In addition, Horwitz et al. (1986) defined communication apprehension as "a type of shyness characterized by fear or anxiety about communicating with people." (p.127). In other words, CA is a result of fear from interacting with others. Also, they stated that the difficulty to

speak in group (oral communication anxiety), or in public (stage fright), as well as in listening to or learning a spoken message (receiver anxiety) are manifestations of this kind of anxiety. In the same paper, Horwitz et al. claimed that another problem with individuals who typically have fear in communicating, have difficulty in understanding others and making themselves understood.

1.7.2. Test Anxiety

The second component identified by Horwitz et al. (1986, p.127) as a characteristic of foreign language anxiety is test anxiety. It is generally defined as a state of uneasiness felt before and during evaluative situations which often lowers performance.

Horwitz et al. (1986) explained test anxiety as "a type of performance anxiety stemming from a fear of failure" (p.127). In the same context, Horwitz et al. (1986) proposed that test-anxious students consider themselves under the concept of failure, if they could not reach the highest level in test performance. Also, students in this type and even if they are well prepared, they find difficulty in tests and quizzes and tend to make errors. In Addition, the authors considered oral tests as the most provoking cause of both test and oral communication anxiety.

1.7.3. Fear of Negative Evaluation (FNE)

A third anxiety related to foreign language learning is fear of negative evaluation (Horwitz et al., 1986, p.128). The concept was first defined by Watson and Friend in 1969 as "apprehension about others' evaluations, distress over negative evaluations by others, and the expectation that others would evaluate one negatively" (cited in Collins, Westra, Dozois, & Stewart, 2005, p.346). It refers to individuals' fear from the opinions and judgments of others. Moreover, people with high degrees of FNE, tend to have a heightened level of anxiety that they will be perceived in a negative way, and as a result it would negatively affect their behavior and performance.

Horwitz, Horwitz and Cope (1986, p.128) stated that in contrast to test anxiety, fear of negative evaluation goes beyond test-taking situations. It may occur in any social evaluative situation like in an interview for a job or using the foreign language in classroom. Besides, learners may perceive evaluation from their teacher, as the only fluent speaker, or it may be from their classmates.

In short, despite the fact that communication apprehension, test anxiety, and fear from negative evaluation give a useful explanation to the concept of foreign language anxiety, Horwitz et al. (1986, p.128) concluded that there are other components that provoke anxiety in foreign language learning such as beliefs, feelings and behaviours which are related to classroom language learning.

1.8. Sources of Foreign Language Anxiety

As researchers studied the construct of Foreign Language Anxiety, yet many of them were interested more in investigating the issue of where language anxiety might come from. Young (1991) identified six potential sources of anxiety in the language classroom : "1) personal and interpersonal anxieties ; 2) learner beliefs about language learning ; 3) instructor belief about language teaching ; 4) instructor– learner interactions ; 5) classroom procedures ; 6) language testing" (p.427). Young (1991) indicated that personal and interpersonal anxieties are related to one's self esteem, competitiveness or their perception as having poor language ability. Concerning learners' beliefs, they believe that speaking fluently and accurately is essential, or it may be due to the lack of aptitude which enables them to learn a new language. Another anxiety-provoking factor according to Young is the teachers' attitude to correct every mistake the learners made in the classroom. Classroom procedure, as speaking in front of class during oral presentation is considered by Young as the main source of anxiety for the majority of learners. Finally, language testing and unfamiliar test format

and content in which learners are being evaluated tend to endure feelings of anxiety among language learners.

A further claim was reported by Bailey (1983) who took into account learners' perspectives on language anxiety and made use of the diary entries of 11 students. She states that learner's anxiety comes from several sources as: "a) comparison of oneself with other students, either for their performance, or for their anxiety levels. b) One's relationship with the teacher, either in relation to one's perceptions of the teacher's expectations or one's need to gain the teacher's approval. c) Tests. d) Comparison with oneself, and one's own personal standards and goals." (cited in Wilson, 2006, p.78). Therefore, according to Bailey (1983) lack of self-confidence and one's feeling that he/she is less competent than others, students' attitudes towards their teacher and tests are the major sources which induce feelings of anxiety among students.

1.9. Anxiety Symptoms

Learners of any foreign language encounter some difficulties when using it. Therefore, the teacher can notice some signs on their faces, or behaviour that show him/her that they are anxious, Mayer (2008, pp.4-5) classified three types of anxiety symptoms which are: physical, psychological, and behavioural symptoms.

1.9.1. The Physical Symptoms

➢ Shallow (weak) and hyperventilation (quick and deep) breathing

➢ Intense rush of adrenaline (a hormone which causes blood pressure to rise) and other stress hormones

➢ Pounding heart beat, heart palpitations, and sweating

➢ Shakylimbs and trembling

➢ Body and muscle tension, dry mouth, headaches

➢ Nausea, diarrhea, and/or vomiting

➢ Skin erruptions, hives and rashes, fatigue, and eating and sleeping problems (Mayer, 2008, p.4)

1.9.2. The Psychological Symptoms (The Mental and Emotional Symptoms)

➢ Feeling overwhelmed

➢ Loss of concentration

➢ Feeling out of control

➢ Helplessness, and hoplessness

➢ Anger, and shame (Mayer, 2008, p.4)

1.9.3. The BehavioralSymptoms

➢ Angryoutbursts and tantrums

➢ Refusal to go to school or to do homework

➢ Inability to sleep

➢ Crying

➢ Curtailment of activities

➢ Avoidance of social situations, places, and certain people (Mayer, 2008, p.5)

Besides the symptoms of anxiety presented by Mayer (2008), there are also other obvious manifestations which reflect language anxiety such as hesitation, red faces, exaggerated smiling or laughing while performing, hand or foot shaking, sweating or cold hands, low trembling voices, avoid attending classes, and also inability to make eye contact with peers or even with the teacher.

1.10. Language Anxiety as a Cause or as a Result

Opposing views of many researchers have been found to answer the question of whether anxiety is the cause or the result of poor performance in foreign language learning. Anxiety as a cause means that its occurrence leads to poor performance, whereas, its existence as a result reflects the learner's poor learning abilities. Some of the researchers state that anxiety

plays a causal role; however, others claim that this construct is a result rather than a cause (MacIntyre, 1995, p.90).

Claiming that anxiety is the result, Sparks and Ganschow and their colleagues (Sparks, & Ganschow, 1996, p.200) proposed the hypothesis of Linguistic Coding Deficit/Differences which propose that foreign language anxiety is the consequence of students' first language learning deficits. They claim that affective variables and particularly anxiety are not the causes of individual differences, however they are considered as "mere side effects of having difficulties in coding the native language." (MacIntyre, 1995, p.94).

In contrast, MacIntyre (1995) and Horwitz (2000) (cited in Horwitz, 2001, p.118) argued against Sparks and Ganschow's position, indicating that foreign language anxiety has a causal role in SL/FL learning difficulties. MacIntyre (1995, pp.96-97) used the example of the students who knows the material but "freezes up" on a test to show that anxiety is more likely to be a cause rather than a consequence of poor performance. Supporting MacIntyre's view, Horwitz (2000) stated that Sparks and Ganschow's theory fails to explain why many successful language learners also experience language anxiety. Moreover, Horwitz asserted that "language learning requires much more than sound-symbol correspondences and argue that the LCDH is ultimately based on an overly simplified view of language learning."
(as cited in Horwitz, 2001, pp.118-119)

In short, the answer to the question whether anxiety is a cause or a result may differ between situations. Although Sparks and Ganschow (1995) were right to claim that anxiety is the result of poor achievement, we cannot also deny the fact that even good students feel anxious in learning a foreign language. Therefore, we can conclude that anxiety is likely to be both a cause and a result of language difficulties.

1.11. Anxiety Measurement

For a better understanding of anxiety as a perceived phenomenon in foreign language classes, many researchers and psychologists provided valid and adequate scales to measure anxiety and look for the presence of its symptoms among learners (Wilson, 2006).

1.11.1. The Foreign Language Classroom Anxiety Scale

Foreign Language Classroom Anxiety Scale (FLCAS) is developed by Horwitz et al. (1986) which examines foreign language anxiety as situation-specific anxiety limited to language learning, besides it is still widely used. FLCAS is a scale that contains thirty-three question items correlated with anxiety components and rated on a five point Likert scale, each item ranges between "strongly agree" and "strongly disagree". It is based on analysis of possible sources of anxiety as posited by Horwitz et al. (1986) and "...are reflective of communication apprehension, test anxiety and fear of negative evaluation in the foreign language classroom" (p.129). Some sample items include these statements: "I never feel quite sure of myself when I am speaking in my foreign language class," "I get nervous when I don't understand every word the teacher says."(pp.129-130). (The FLCAS is inserted in the Appendices section, Appendix (A)).

1.11.2. Facilitating and Debilitating Anxiety Scales

For the purpose of measuring both types of anxiety, Alpert and Haber (1960) conducted a study which proved to be useful in academic anxiety research and provided two scales for measuring both facilitating anxiety and debilitating anxiety constructs (cited in Wilson, 2006, p.47).

The study presented the Achievement Anxiety Test (AAT) which consists of two scales; one for each type. The first scale consists of nine-items aiming at measuring the learners' facilitating anxiety, and the second is a debilitating anxiety scale which consists of ten items.

The authors also suggested that using both scales than using each scale on its own was significantly beneficial for effective results, stating that "the incorporation of items designed to measure facilitating anxiety into a scale which already measures debilitating anxiety can significantly increase the prediction of academicperformance scores."(Wilson, 2006, p. 48).

1.11.3. State and Trait Anxiety Scales

The State-Trait Anxiety Inventory (STAI) is a measurement tool developed by Spielberger et al. (1983) consisted of two sub-scales; both of them contain 20 items (Gardner, 1987).

State anxiety scale requires subjects to rate their level of anxiety and nervousness at the present moment by choosing answers from the scale options which are "not at all (1); somewhat (2); moderately so (3); very much so (4) ". Eleven items describe feelings of nervousness, along with nine items which imply security and easiness.State anxiety sample items include: "I am tense; I am worried" and "I feel calm; I feel secure." The results indicate that high scores explain high levels of present anxiety (cited in Gardner et al., 1987, p.11). (The state-anxiety scale is inserted in the Appendices section, Appendix B).

Trait anxiety scale consists of 9 negative items which imply an individual's feelings of worry and anxiety in his/her everyday life, besides 11 items referring to positive feelings. Each statement is rated on a scale ranging between "almost never (1); Sometimes (2); Often (2); Almost never (4)". Thus, high scores indicate high degrees of learners' global anxiety. Trait anxiety sample items include: "I worry too much over something that really doesn't matter" and "I am content; I am a steady person." (Spielberger et al., 1983)(as cited in Gardner et al., 1987, p.12). (The trait- anxiety scale in inserted in the Appendices section, Appendix C)

1.12. Relationship between Foreign Language Anxiety and Achievement

Several researchers have conducted studies in the field of foreign language anxiety to investigate its relation to learners' academic achievement. However, the relationship was found to be in most of the time negative, only few studies showed a positive correlation. Alpert and Haber (1960) (cited in Young, 1992, p.5) argued that anxiety may have a debilitative or facilitative impact on language performance. They were the first to propose a positive side to anxiety indicating that facilitative anxiety may actually improve learners' performance. Kleinmann's study (1970) (cited in Young, 1992) supported Alpert and Haber's anxiety theory. He examined the notion of avoidance in the context of SLL in which Spanish-speakers and Arabic-speakers were expected to avoid some difficult structures, however, the result showed that learners who scored high on facilitative anxiety produced the structures that were predicted to be avoided.

In either case where anxiety could negatively affect learning and performance, Horwitz (1990) (cited in Salehi & Marefat, 2014, p. 932) claimed that there is no such thing as facilitative anxiety ; all anxiety in the language learning context tend to be debilitative. In the study of Horwitz et al. (1986) where they used the FLCAS for the first time, they found a significant moderate negative correlation between FLA and the final grades of students who were learning the Spanish or French languages. Horwitz (2001, p.114) indicated that since other researchers started using the FLCAS scale (Horwitz et al. 1986) "findings concerning anxiety and language achievement have been relatively uniform." which means that anxiety tend to have in different contexts with different target languages a negative effect on students' achievement. Aida (1994) (cited in Horwitz, 2001, p.117) found a significant negative correlation between FLCAS scores and final grades among American second-year Japanese students. Similarly, in an Asian EFL context, Kim (1998) (cited in Horwitz, 2001,

p.116) found a negative relationship between FLCAS scores and final grades of students, as he found that students were more anxious in oral classes.

Conclusion

Foreign language anxiety has been studied by many researchers and from different perspectives; these numerous studies reflected its importance and its effect as a variable on the language learning process. To sum up, this chapter shed light on different aspects of language anxiety including its definitions, types, and causes. Additionally, in order to investigate the phenomenon, it was important to discuss whether language anxiety is a cause or a result of poor achievement, as well as its relationship with language performance which tend to be in most of the time a negative correlation. The next chapter would be devoted to more in depth investigation of language testing and anxiety in oral tests.

Chapter Two: Anxiety in Oral Testing

Introduction

FLA tends to affect language learners in many aspects. However, students suffer more from anxiety when their oral performance is evaluated. Therefore students and even teachers should be aware that anxiety has a negative impact during oral tests. This chapter gives an overview on language testing; a brief historical background about it, test definition and the type of tests. Then, it exposes some insights into test anxiety, its effects on students' performance and the major factors related to it. Finally, the chapter in hand presents as wellsome coping strategies to reduce anxiety in foreign language classrooms.

2.1. Language Testing

According to Spolsky (1995) language testing is not a recent phenomenon; it can be traced back to the middle ages (as cited in Trifoni, 2013, p.258). However, Alderson (1991, p.13) stated that "modern language testing is one of the youngest fields of research and practice within the field of applied linguistics". Similarly, Kunnan (1999) argued that "it was not until the 1940s, that language testing became an objectfor scientific research, with Vilareal's Test of Aural Comprehension in 1947 and Lado's Measurement in English as a Foreign Language in 1949" (cited in Kluitmann, 2008, p.5). According to Chappelle and Brindley (2010), language testing is "the act of collecting information and making judgments about a language, learners' knowledge of a language and the ability to use it" (as cited in Nguyen & Le, 2013, p.856). Shohamy and Hornberger (2008, p.1) stated that the field of language testing consists of two major components: trait and method; the former refers to the constructs that need to be assessed and the latter refers to the specific procedures and strategies used for assessing the trait.

Language testing developed and expanded in several ways over the last decades, Spolsky (1978) stated "it is useful, through an over-generalization, to divide language testing

into three major trends which I will call the pre-scientific, psychometric structuralist and integrative-sociolinguistic" (p.213).Later on, a fourth period was added, the so called communicative period. Initially, the pre-scientific period of language testing was a period "characterized by a lack of concern for statistical matters or for such notions as objectivity or reliability" (Spolsky, 1978, pp.5-6). Furthermore,González (1996, p.23) stated that the establishment of some new theories and approaches like structuralist approach, contrastive analysis and behaviourism theory had strongly affected the field of language testing; which then became more objective, precise and reliable that is to say scientific, this period was known asthe psychometric-structuralist period. After that, language professionals began to believe that language is more than discrete elements being tested. This marked the beginning of new period; integrative-sociolinguistics period**.** In view of that, Alduais (2012, p.205) suggested that the major focus during this era was on meaning, context as well as the need of skills' integration. Finally, Canale's article (1980) "Theoretical bases of communicative approaches to second language teaching and testing" was a turning point in the field of language testing since it brought what is now known as communicative language testing. The latter tempted to measure not only learner's competence but also his performance and how learners can demonstrate and use appropriately in contexts (Canale & Swain, 1980, p.7).

2.2. Test Definition

During the process of learning, tests are designed to measure a person's knowledge, skills or abilities. However, many researchers provided some test's definitions. Aggarwal (1997) defined test as

> A device or procedure for confronting a subject with a standard
>
> set of questions or tasks to which the students respond
>
> independently and the results of which can be treated in such a
>
> way so as to provide a quantitative comparison of the

performance of different. Test commonly refers to a set of items

or questions under specific conditions…(p.132).

Brown (2004, p.4) provided the following definition of test, "a method of measuring a

person's ability, knowledge, or performance in a given domain". In simple terms, test is

generally a set of items, questions or problems designed to determine individuals' knowledge

and abilities concerning certain field of study. Yet, it can be written or spoken testing in

which students' performance is then scored and interpreted either quantitatively (numerical

scale) or qualitatively.

Furthermore, Heaton (1990) stated that "tests could be used to display the strengths and

weaknesses of the teaching process and help the teacher to improve them." (as cited in

Ozerova, 2014, p.3). That is to say, test results will demonstrate students' weaknesses and

strengths, which in turn enable the teacher to pay more attention to and work on them and

even students become able to take any corrective action in order to improve their

performances.

Moreover, tests are generally constructed to accomplish certain objectives and purposes;

Wiersma and Jurs (1985) summarized these purposes as follow: description, prediction,

assessing individual differences, objective evaluation, and diagnosis and mastery decisions.

They also asserted that a test is not supposed to accomplish all these purposes at once but at

least one of them (pp.27-29).

2.3. Type of Tests

There are different types of tests that can be used to measure learner's ability; these

types can be categorized and classified around certain criteria which are: reference, scoring

procedure, purpose, content, and specific testing method (González, 1996, p.31).

2.3.1. Reference

There are two types of tests related to the reference notion: Norm referenced tests (NRTs) and criterion referenced tests (CRTs).The two are not related to the test's items, but to the scores that students can get when having a test. According to Bachman (1989) NRT is the most familiar type because it dominated testing since the mid-1970's (cited in Griffee, 1995, p.2).

2.3.1.1. Norm Referenced Tests (NRTs)

Norm-referenced tests (NRTs) aim to measure students' language abilities and then comparing one student's performance with the performances of a large group of students (U.S. Congress, 1992, p. 168). Additionally, Stiggins (1994) defined norm referenced tests as "tests designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers" (cited in Bond, 1995, p.5)

2.3.1.2. Criterion Referenced Tests (CRTs)

According to Bond (1995, p.5) "criterion referenced tests report how well students are doing relative to a predetermined performance level...makers may choose to use a CRT when they wish to see how well students have learned the knowledge and skills they are expected to learn". That is to say, CRTs are supposed to measure students' performance and mastery of certain skill or knowledge at a given time. While, norm-referenced tests ascertain the rank of students, criterion-referenced tests (CRTs) determine "...what test takers can do and what they know, not how they compare to others" (Anastasi, 1988, p. 95).

2.3.2. Score's Involvement

Two types of test can be differentiated based on the scoring procedures: objective and subjective tests. Hughes (1989, p.19) stated that the difference between these two types is the way of scoring and presence or absence of the examiner's judgment.

2.3.2.1. Objective Tests

Objective tests require no subjective judgment when assessing the mark given for the answers. Bachman (1990b) argued in this point by stating that "correctness …determined by predetermined criteria" (cited in Sawyer, 2004, p.103). That is to say the answer is either right or wrong, as a result a short time is spent on marking but relatively a careful test's construction and preparation are needed. Multiple-choice, true/false items and matching tests are the best examples for objective tests.

2.3.2.2. Subjective Tests

According to González (1996, p.31), this type of tests is very easy to set but difficult to be scored because the examiner's opinion and personal judgment are involved and that is why it is recognized to be subjective. According to the article entitled Culture of evaluation- Moving from subjective to objective form of examination (2015), the learner forms his answer based on his understanding of the topic, so the examiner cannot pre-determine any one single response as the only correct answer to the question.

2.3.3. Purpose

Tests are usually designed and conducted for different purposes consequently we can distinguish and recognize four types of tests: achievement, proficiency, placement and diagnostic tests (Gonzalez, 1996, p.31).

2.3.3.1. Achievement Tests

According to Alshumaineri (1999), "achievement test is concerned with measuring a student's competence with regard to what has been taught and it is usually given at the end of

a period of instruction" (p.4). Simply saying, an achievement test aims to measure if a person has achieved something, acquired certain information, or mastered certain skills, usually as a result of classroom instruction. Additionally, Savignon (1983)claimed that "achievement tests should reflect the nature of the proficiency or competence toward which learners are supposed to be advancing" (as cited in Moeller, 1994, p.109). Therefore, we can recognize two types of achievement tests: final tests that are given at the end of the course and progress tests that take place during the course.

2.3.3.2. Proficiency Tests

Unlike achievement tests, proficiency tests are not based on any particular curriculum or programme but they attempt to measure learner's overall knowledge and ability. Hughes (1989) provided the following definition "proficiency tests are designed to measure people's ability in a language regardless of any training they may have had in that language…it is based on a specification of what the candidate has to be able to do in the language in order to be considered to be proficient" (p.9).Usually, many items are included within proficiency test structure for instance standardized multiple choice items or grammar, vocabulary, reading, aural comprehension, and sometimes sample of writing, for that reason Test of English as a Foreign Language (TOFL), Cambridge Proficiency examinations and the Michigan are the best examples of proficiency tests.

2.3.3.3. Placement Tests

As the name suggests placement tests aim to provide information about learner's ability in order to place him/her in the appropriate level of the teaching program. In that sense, Hughes (1989, p.14) asserted that placement tests aim to indicate which a class or group a learner should join in. That is to say, placement test is generally conducted to enable the teacher to place students within a homogenous group i.e. having approximately the same level.

2.3.3.4. Diagnostic Tests

According to Anderson (1993, p.10), "diagnostic tests are usually prepared in order to discover the strengths and weaknesses of language learners. This information is useful to language instructors in helping the trainees make improvement in their language skills". Likewise, Underhill (1987) stated that "a diagnostic test provides the student with a variety of language elements, which will help the teacher to determine what the student knows or does not know" (p.14).It is typically being used at the beginning of the year mainly to test students' knowledge after they return from their holidays as well as to give the teacher the opportunity to get know of his students' abilities.

2.3.4. Content

Apart from the purpose for which a test is designed for and the scoring procedures involved in, the construction of a test requires taking into account the elements to be tested. The latter can be either discrete items or integrative ones. Consequently, we can identify the following two types: (Gonzalez, 1996, p.37)

2.3.4.1. Discrete Item Tests

According to Alonso and House (2011), "discrete item tests are constructed on the assumptions that language can be broken down into component parts in which those parts can be adequately tested in isolation" (p.137). Generally, those components refer to language skills, and the various units of language like phonology, morphology, lexicon, syntax, and discourse. Thus, this type of tests intends to test only one single language item at time, for instance a test may consist of series of items testing only the present tense of verbs.

2.3.4.2. Integrative Tests

Unlike discrete item test, Hughes (1989) reported that "integrative testing…requires the candidate to combine many language elements in the completion of a task" (p.16). In the same way, Oller (1979) suggested that "if discrete items take language skill apart, integrative

tests put it back together. Whereas discrete items attempt to test knowledge of language one bit at a time, integrative tests attempt to assess a learner's capacity to use many bits at the same time" (as cited in Weir et al., 2013, p.69).

2.3.5. Specific Testing Method

Apparently, there are two types of tests that can be directly linked to test's format: oral tests and written ones. The two require different performances and responses therefore we can distinguish the following types of tests (González, 1996, p.41).

1- Close ended: true /false, multiple choice, and matching.

2- Restricted response: filling the gaps tests and close tests

3- Open ended tests: extended speaking and writing.

2.4. Testing the Learners' Speaking Skill

Speaking is considered as one of the most important aspects in learning foreign languages. Irzeqat (2010) stated that "speaking is the core of learning languages since speaking a language means knowing that language" (p.6). Accordingly, learners' oral performance is evaluated and tested differently. Among the different oral testing techniques or tests are monologue speaking tests, dialogue speaking tests and role play which are the most used.

2.4.1. Monologue Speaking Tests

Monologue speaking tests are also known as oral presentation. According to King (2002), "Oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency". Similarly, Chivers and Shoolbred (2007) stated that "doing presentation is a very good learning experience" (p.5). During an oral presentation, Thornbury and Harmer (2005, p.126) stated that the candidates

are supposed to prepare a short talk on a pre-selected topic; this eliminates the interviewer effect and deals with the candidates' ability to control an extended turn.

2.4.2. Interview

An interview in language teaching is usually used as a testing method of speaking skill. Underhill (1987) defined the interview as a direct, face to face exchange between a teacher and a learner. Moreover, Young and He (1998, p.10) stated that oral interview is face to face spoken interaction usually between two participants, one of them is an expert, and the other is a nonnative speaker or a learner of SL/FL. Additionally, an effective interview should go through a set of stages; Canale (1984) (as cited in Brown, 2004, p.168) suggested four stages:

1. Warm- up: in a minute or so of preliminary small talk, the interviewer directs mutual introductions and helps the test taker become comfortable with the situation.

2. Level check: the interviewer starts asking questions to elicit answers from the test taker, in this stage test taker' performance is scored.

3. Probe: at this stage, difficult questions are introduced in order to challenge the test taker and make him go to the heights level of his ability.

4. Wind –down: it is the final phase of the interview; the interviewer asks some questions in order to make the test taker relax and sets his mind at ease.

Learner's performance during the interview should be evaluated on the basis of certain criteria mainly accuracy in pronunciation and grammar, vocabulary usage, fluency and task accomplishment. Thus, the interviewer must be well trained, open and, supportive to enable the learner to perform well and to provide systematic evaluation.

2.4.3. Role Play

Role play is one of the created methods for testing speaking. According to Qing (2011), a "role play is defined as the projection in real life situations with social activities"

(p.37).Qing (2011) further stated that through role plays, learners may solve some practical problems, make use of different structures of the language, movements and facial expressions. Moreover, the author added that team work and collaboration are two key elements of role plays; group activities provide students with an opportunity to develop their speaking ability and encourage sharing of knowledge and responsibilities inside classroom. Additionally, Qing (2011, p.38) claimed that role plays have a beneficial impact on reticent and shy students as they help them to build up their confidence and encourage them to be comfortable while performing.

2.5. Test Anxiety

Taking a test is one of the most stressful experiences. Almost every student who takes a test feels anxious. According Folk (2016) this feeling of anxiety can occur before the test, during the test or even after the test and it can range from nervousness, sweating, and sometimes forgetting things to actually becoming sick.

According to Zeidner (1998) test anxiety is "a set of phenomenological, physiological and behaviour responses that accompany concern about possible negative consequences or failure in examination or similar evaluative situation" (p.17). Likewise, Horwitz and Young (1991)(cited in Shabani, 2012, p.2379)suggested that "test anxiety refers to a type of anxiety concerning apprehension over academic evaluation which stems from a fear of failure". Moreover, Calvo and Carreiras (1993) defined test anxiety as "the tendency to worry about one's own performance (e.g. expectations of failure) and aptitude (e.g., self-deprecatory thoughts) under evaluative or test conditions" (p.375).

Most researchers believed that test anxiety can be divided into different components. According to Hong (1998), test anxiety is "a complex multidimensional construct involving cognitive, affective, physiological, and behavioural reactions to evaluative situations"(p.51). Furthermore, Liebert and Morris (1967, p.975) used a two-dimensional conceptualization to

define test anxiety: worry and emotionality. But, Sarason (1984) (as cited in Lawson, 2006, p.11) divided test anxiety into the following four dimensions: tension, worry, test-irrelevant thinking, and bodily symptoms. Tension refers to one's emotions and feelings before and while passing the exam like distress, nervousness, and anxiety. Worry is generally refers to individual's perception about test performance. Test-irrelevant thinking refers to the all unrelated and distracted thoughts and ideas that an individual tend to experience during a test. Bodily reactions is related to individual's physiological state before and while conducting the test like having a headache, upset stomach, and increased heart rate.

2.6. Factors Related to Test Anxiety

Related literature on foreign language anxiety provided a variety of factors which hinder students' performance during tests and cause them to be anxious and nervous. These factors are either specific to tests or to learners.

2.6.1. Test's Specifications

There are several factors that may affect students' performance and provoke test anxiety during oral test. Young (1999) summarized some of these factors as follow: test validity, time limit, test format, length, test techniques, testing environment, and clarity of test instruction (cited in Saha, 2014, p.186).

Initially, test validity is one of the most significant factors that cause test anxiety. More specifically content and face validity as Young (1991) stated "students experience anxiety in tests when they find the content of the test is not the one on the course" (p.429). Additionally, Ohata (2005) claimed that "test invalidity was found to be a test anxiety provoking factor when the content of the test has not been taught before" (p.4).

Time limit is another factor which increases students' test anxiety. Ohata (2005) found out that "students tend to experience high anxiety and feel pressured when they have to organize their ideas in a short period of time" (p.11).

Another test anxiety provoking factor is test format. That is to say, irrelevant techniques of presenting the items in the test increase feelings of test anxiety among students. Young (1991) claimed that "unfamiliar types of question and different materials used in the test induce students to be more anxious especially after spending long hours preparing for the test". He further stated that, "In language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced" (p.429).

Besides the previous factors, environmental and situational variables can be also considered as test anxiety provoking factor. In 1988, Lee's study revealed that the examiner's flexibility, relaxed manner, and comfortable seating arrangement can eliminate some tension in tests (as cited in Aydın, 2009, p.130).

2.6.2. Learner's Variables

Apart from test's specifications, test anxiety during oral tests is the result of other factors that are directly related to students. Among these factors are; lack of preparation and practice, fear of making mistakes, lack of vocabulary, learners' self-perception and previous poor performance experience.

2.6.2.1. Lack of Preparation and Practice

Being unprepared to give a presentation may lead to students to experience feelings of anxiety. Horwitz (2001, p.118) suggested that insufficient language learning is a cause rather than a result of language anxiety. Similarly, Naylor (1994) said that "test anxiety is a function of poor study habits, inadequate preparation or deficient skills of test taking which themselves have harmful effects on performance" (cited in Oni, 2013, p.662). According to the article entitled 'Relaxation Techniques' (2010), cramming the night before the exam, poor time management, failure to organize text information, and poor study habits are the main indicators of lack of preparation. Along with lack of preparation most students feel anxious

when speaking English because of low practice. The latter is a result of both large size classes and time limiting inside class which prevents and minimize students' chances to participate, as well as the lack of the opportunities to speak English outside classroom.

2.6.2.2. Fear of Making Mistakes

Test anxiety may stem from students' fear of making mistakes. According to Ur (2008, p.118) stated that "learners are often inhibited about trying to say things in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts." i.e. to be criticized and humiliated in front of their classmates or simply being focus of attention in class. Consequently, anxious students are more likely passive and tend not to engage and participate in oral classroom activities.

2.6.2.3. Lack of Vocabulary

Students' anxiety during tests is linked directly to the lack of vocabulary. Foreign language students may feel anxious because of the limited amount of vocabulary they have, In Liu's (2011) study, a learner stated "I am a little afraid of speaking English because my vocabulary is poor …" (p.128-129). Since the lack of vocabulary has a considerable role in arising students' speaking anxiety, Littlewood (1981, p.6) emphasized the importance of attaining a high linguistic repertoire.

2.6.2.4 Student's Self-perception

In their study, Horwitz et al. (1986, p.127) suggested that learners' anxiety comes from their self-perception of speaking ability in the foreign language class. Limited learners' abilities affect their communication and cause them to feel embarrassed that they are not pronouncing exactly like native speakers. As a result, they keep silent and passive. In the same work of Horwitz et al. (1986, p.127), they stated that learners experience high levels of anxiety if they are very concerned about their performance and are afraid to make errors, hence they attempt to study a lot. In addition, they could be nervous if the material being

taught is not the one on the test, however, this may lead them to avoid studying or skipping class completely.

Krashen (1952) stated that students' level of self-esteem is another source of anxiety:

> ". . . the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety" (cited in Young, 1991, p.427)

2.6.2.5. Previous Poor Performance Experience

Previous poor performance experience is one of the most anxiety provoking factors. More often, previous problems or bad experiences with test-taking can lead to a negative mindset and influence performance on future tests, or it may lead them to avoid attending class entirely as Horwitz et al. (1986) stated "anxious students may avoid studying, and in some cases skip class entirely in an effort alleviate their anxiety" (p.127).

Along with test's specifications and student's variables, the teacher can be considered as another anxiety provoking factor among students. Young (1991) described it best by stating that

> Instructors who believe their role is to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeants than a facilitator's may be contributing to learner language anxiety (p. 428).

2.7. The Effect of Test Anxiety on Students' Performance

Many teachers and students alike have long considered the probability that test anxiety has an effect on language learning and performance (Horwitz et al., 1986, p.1).Most of them agreed that test anxiety debilitates student's learning process. According to Aida (1994, cited in Nemati, 2013), test anxiety is directly related to students' poor language proficiency, test performance, and low grades in language classes.

Test anxiety is generally related to poor language proficiency because anxious students are generally passive and silent during their speaking classes which prevent them from developing their proficiency level. Along with low proficiency level and lack of practice, students are more likely unable to perform and express themselves well either in casual discussions in class or during their oral tests. Hembree (1988) (as cited in Hancock, 2001, p.284) found that test anxiety routinely causes poor performance, similarly, Hill and Wigfield (1984) (cited in Hancock, 2001, p.284) in their studies on the relationship between test anxiety and achievement found that both have significant variance; that is high test anxiety leads to poor achievement and vice versa. Consequently, poor performance in tests leads to lower grades in language classes.

2.8. Strategies for Coping with Test Anxiety

Research in the field of Foreign Language Anxiety proved that students can overcome or at least reduce their feelings of anxiety and improve their performance during oral test, if they are actually aware of this issue along with the application of some of the strategies.

2.8.1. Students' Strategies

Test-anxious students have various strategies which help them to work on their anxiety during tests. Preparation and practice, relaxation, and positive self-talk are considered as efficient ones.

2.8.1.1. Preparation and Practice

Test anxiety is caused in large part by inadequate or ineffective exam preparation. So being prepared would certainly reduce anxiety level. Kanar (2011) stated that "preparation and practice are the keys to feeling confident about giving a speech or presentation" (p.293). In other words, preparation and practice increase learners' self-confidence in speaking which can decrease the level of their anxiety. Learners should practice the language inside and outside the classroom and prepare well to increase their foreign language proficiency and as a result decrease their level of anxiety.

2.8.1.2. Relaxation

Relaxation involves strategies to reduce the physical symptoms of anxiety which would include taking deep breath, a mental focus on relaxing i.e. keep thinking on need to be relaxed, and pretending to be calm. Lloyd (2010) stated that relaxation is like a mental image that students draw in which they see themselves more confident when speaking the foreign language "See yourself performing as a confident presenter who is enjoying the performance" (cited in Bryan, 2001, p.44).Oxford (1990) also offered some specific affective strategies that can be applied to reduce test anxiety like using progressive relaxation, deep breathing, or meditation, encouraging oneself by making positive statements or self-rewarding (p.163).

2.8.1.3. Positive Self-Talk

Young (1991) suggested that "learners should participate in self-talk to motivate themselves into a situation where he or she experiences anxiety. Some examples of self-talk are, Just relax, I can do this, Take a deep breath" (p.431). Generally speaking, students should always practice positive self-talk during their oral tests in order to help them to remain calm and relaxed.

2.8.2. Teacher's Strategies

Teachers are proved to be among anxiety provoking factors but it is not deniable that they can also play a major role in minimizing their students' feelings of anxiety. To do so, they may attempt to raise students' awareness of anxiety, create relaxed atmosphere, and encourage group work.

2.8.2.1. Raising Students' Awareness about Anxiety

As Young (1991) suggested , "recognizing learner manifestations of anxieties related to speaking, negative evaluation, and foreign language learning- generated anxieties are important first steps in coping with language anxiety" (p. 429). Teachers can help their students to overcome their speaking anxiety through:

- Varying speaking tasks inside classroom (discussions, dialogues, role plays)

- Raising their motivation and bring interesting topics to be discussed.

- Make students engage in discussions to overcome their fear.

- Avoid excessive feedback.

2.8.2.2. Relaxed Atmosphere

Many researchers agree that creating a relaxed atmosphere can help in reducing anxiety among foreign language learners. According to Khumalo (2000, p. 34), a classroom needs to provide a safe and supportive environment in which all learners are willing to participate in class activities without feeling ridiculed. Similarly, Dornyei (2001, p.101) stated that teachers need to create a pleasant and supportive classroom atmosphere. Providing indirect, rather than direct correction is one procedure that teachers may use. Young (1991, p.432) suggested that "instructors can reduce anxiety by adopting an attitude that mistakes are part of the language learning process and that mistakes will be made by everybody". He also asserted that teachers should not correct students' mistakes with harsh manner to make them feel at ease. Apart from mistakes' correction, the use of humour in teaching is good and students

appreciate it because they have rated the teachers as either good or very good at motivating them, reducing their anxieties in the classroom (Makewa et al., 2011, p.14). Moreover, Oxford (1990, p.67) stated that teachers may use games, laughter and music to encourage learners to relax. It also suggests that giving meaningful rewards can support and urge students to use the target language.

2.8.2.3. Group Work

According to Dornyei (2001,p.100), cooperative environments have more positive attitudes in the learning process as they develop higher self-esteem and self-confidence "which is due to the fact that group interaction is seen in modern language teaching methodologies as a prerequisite to building the learners' communicative competence". Generally, students prefer to speak with peers or to work in group instead of the teacher interaction because they are more likely comfortable and confident.

Conclusion

To sum up, the second chapter reviewed literature on language testing, along with test definition from different researchers' point of view. Also, it provided an explanation of the various existing language tests. The chapter in hand also discussed the concept of test anxiety; its definition, its factors and effects on students' performance. Moreover, it portrayed an explanation of oral test activities applied in oral language classrooms and presented some strategies for students and teachers to reduce classroom anxiety.

Chapter Three: Research Methodology and Data Analysis

Introduction

This chapter deals with data analysis and discussion yielded from the students' questionnaire, the data provided from the stimulated recall students' interview, and teachers' interview. The questionnaire was distributed to sixty three participants from three different groups of third year license students of English Language Department at Mohammed Seddik Ben Yahia University jijel. The questionnaire aims at discovering the level of anxiety among students as well as the causes that lead to the increase of foreign language anxiety among them. The chapter in hand also analyzes and interprets the data gathered from the stimulated recall interview. Finally, an interview was conducted with teachers of oral expression module to explore their perspectives on their students' FLA. The chapter then concludes with a comparison of findings and attempts to make a correlation of the results in relation to the study objectives, as it provides some study limitations, pedagogical recommendations and suggestions for further future research.

3.1. Students' FLCAS Questionnaire

For a better investigation of the current study, it was appropriate to use the Foreign Language anxiety Classroom Scale questionnaire (FLCAS) which is a modeled scale to gather adequate data needed for attaining the designed objectives. The use of the FLCAS was appropriate for this study because it reflects the components of anxiety and it as well enables us to score the learners' level of anxiety.

3.1.1. Aims of the FLCAS Questionnaire

The questionnaire was addressed to third year English language students in order to investigate Foreign Language Anxiety in English classes, and to examine students' level of anxiety.

3.1.2. Administration of the FLCAS Questionnaire

The questionnaire was submitted to sixty three (63) subjects in the English language department at the University of Mohammed Seddik Ben Yahia, during the regularly scheduled classes in the middle of the second semester of the academic year 2015-2016. The choice of this particular sample i.e., third year students was due to the fact that they were all the time evaluated and tested through the whole year in oral expression module. Before handing out the questionnaire, its purpose and importance for the current study were explained to all the involved participants. Then, they were given approximately 15 minutes at the end of the course to fulfill the questionnaire and submitted it back. During this time, a further explanation was provided in case of ambiguity or misunderstanding some of the items. Additionally, the students were required to memorize their number on the questionnaire for its importance in the comparison of the results. Also, their teacher was invited to stay in the classroom in order to ensure the learners' total cooperation.

3.1.3. Description of the FLCAS Questionnaire

In order to fulfill the aims of this study, the addressed questionnaire is the Foreign Language Classroom Anxiety Scale (FLCAS) which was created by Horwitz et al. (1986) as a measurement tool. The FLCAS consists of 33 items about learners' feeling oflearning English as a foreign language. The items can be classified according to the three aspects of language learning anxiety: students' communication apprehension, test anxiety and fear of negative evaluation. The first factor that represents students' communication apprehension includes eleven items (item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32). The second factor that represents student test anxiety includes fifteen items (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28). Lastly, the third factor that corresponds to students' fear of negative evaluation includes seven items (items 2, 7, 13, 19, 23, 31, and 33). The FLCAS is a five-likert scale ranging from "strongly agree" (5point), "agree" (4 point), "neutral" (3 point),

"disagree" (2 point) to "strongly disagree" (1 point). However, the following items should be scored reversely (2, 5, 8, 11, 14, 18, 22, 28 and 32). FLCAS scores are between 33 and 165 in which the higher scores are; the more anxious the student is

3.2. Stimulated Recall Interview (SRI)

The second implemented tool of data collection in this piece of research is the Stimulated Recall Interview (SRI). Dempsey (2010) described the stimulated recall interview as "a technique for investigating how people coordinate their interactions in a number of different situations" (p.2). Nguyen et al. (2013) defined SRI as "a research technique in which subjects view a video sequence and are then invited to reflect on their thinking during the videoed event". Hence, one of the most practical tools of data collection that are used in investigating learners' anxiety is the SRI since anxiety is complex affective variable that cannot be easily measured and calculated. In recalling learners' emotions and feelings on a previously performed oral test would certainly result in the provision of more reliable data that might unveil a lot s of issues that may not be identified by the researcher in using other tools.

3.2.1. Aims of the Stimulated Recall Interview

The stimulated recall interview aims at investigating students' degree of anxiety in oral tests and evaluative situations as well as the factors responsible for this construct which tends to affect their oral performances.

3.2.2. Conducting of the Stimulated Recall Interview

Sessions of stimulated recall were conducted with three groups (63 students) of third year English language students at Jijel University, the process of recalling were conducted from April 24th to 9th of May. Three sessions with each group during this period were filmed in classroom context and language laboratories. The sessions were recorded via the use of Everio JVC camera. Videotape recording stared from the beginning of students' oral

presentation till the end. After that, forty (40) students were invited to be involved in stimulated recall interview to reflect on their performances and help us for a better understanding of their sources of anxiety. Twenty (20) of them were highly anxious and the others were less anxious. Therefore, different questions were set for them.

3.2.3. Description of the Stimulated Recall Interview

The interview aims to explore students' reactions and attitudes towards their presentations in oral tests. However, it contains two types of questions; questions for high anxious students, and questions for less anxious ones. Questions for high anxious students tend to explore the sources of their anxiety and whether they are aware of the construct of foreign language anxiety and its negative impact on their performances during oral tests. The set questions were as well designed to elicit information from the involved students about the strategies they use to cope with anxiety. Questions for less anxious students aim to discover whether they experience any kind of anxiety during their presentation and also to discover the causes of their relaxation and good performances. The interview was conducted one week after finishing the sessions of videotape recordings.

3.3. Teachers' Interview

The second tool implemented in the practical side of this dissertation is a semi-structured interview addressed to teachers. The interview was semi-structured because it allows us to ask more questions for further explanation and clarification and to elicit more information from the teachers that may help us to understand the issue under investigation. Richards (2009) suggested that

> "a semi structured interview is the one where the interviewer
>
> has a clear picture of the topics that need to be covered (and
>
> perhaps even a preferred order for these) but is prepared to allow

the interview to develop in unexpected directions where these

open up important new areas''. (p.186)

3.3.1. Aims of the Interview

The interview aims at investigating teachers' perspectives about the issue of FLA and its

existence in oral tests. Besides, it intends to know whether teachers of oral expression module

are aware of the negative effect of this issue on their students' oral performance and know

their suggestions about the appropriate strategies used to reduce learners' anxiety in oral tests

for a better oral achievement and performance.

3.3.2. Conducting of the Interview

The interview was conducted with six teachers of oral expression module from the

department of English at Mohammed Seddik Ben Yahia University-Jijel. The interview was

conducted through the use of voice tape recording and lasted from 8 minutes to 16 minutes

depending on the direction of the questions and teachers' answers.

3.3.3. Description of the Interview

The used interview is semi-structured, it consists of 14 questions. However, they are not

fixed because the interview gets different direction with each teacher. The questions are

ranged from general to specific. It starts by investigating teachers experience in teaching the

oral expression module, their students' oral proficiency and attitudes in class. Then, the next

addressed questions are concerned with language anxiety and its impact on the process of

language learning and its existence among students in oral testing. The last questions inserted

in the interview aimed at eliciting information from teachers about their used strategies to

cope with learners' anxiety during oral classes and tests.

3.4. The Analysis and Interpretation of the Data

3.4.1. The Analysis and Interpretation of the FLCAS Questionnaire Results

In order to identify students' state of anxiety, it is necessary to classify language anxiety into different levels. The FLCAS scores were divided into 3 classes, in which high scores indicate high anxiety. Accordingly, low anxiety level is beyond the score average (33-82,5), medium level of anxiety is around the average score (82,5-100) and high anxiety level is above the average score (100-165). Based on this classification, the subjects were divided into three anxiety groups low anxiety group, medium anxiety group and high anxiety group.

Table 1

Students' general level of anxiety

Anxiety level	Number of students	%	Scores
Low anxiety level	11	17,5	56-82
Medium anxiety level	15	23,8	83-99
High anxiety level	37	58,7	100-150
Total	63	100	-

Table 1 indicates that 37 (58,7%) of students felt highly anxious with the scores ranging from 100 to 150; 15 (23,8%) of them had medium level of anxiety with scores ranging from 83 to 99, and 11 (17,5%) belong to low anxiety group with scores ranging from 56 to 82. We deduce that the majority of students had high levels of anxiety in foreign language classes.

Table 2

Minimum, Maximum, and Mean Score in the FLCAS

Variables	Minimum	Maximum	Mean
Students' Scores	56	150	100,98

Table 2 reveals that the minimum score of students in the FLCA was 56 and the maximum score was 150. The mean score of all the students' responses in FLCAS in this study was 100,98. This indicates that foreign language anxiety level among third year English language at the department of Jijel university students was obvious.

3.4.1.1. Analysis of Components of Anxiety Scores in FLCAS

According to the literature review exposed in the first chapter, language anxiety is divided into three components by Horwitz, Horwitz and Cope (1986): Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. Therefore, students' scores in FLCAS would be ranked first on this basis in order to get a general view of the sources of anxiety among the sample.

Table 3

Components of Anxiety: Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation (FNE).

Components of Anxiety	Participants	%
CA	29	46
TA	19	30
FNE	15	24
Total	63	100

Table 3 indicates that 29 (46%) of the participants attributed their anxiety to the communication apprehension, 19 (30%) of them associated it to tests, and 15 students representing 24% claimed that their anxiety is due to their fear of being negatively evaluated. According to these findings, we notice that the highest scores in the involved students' responses reveal that most of them were exposed to communication apprehension, followed

by test anxiety and finally negative evaluation. Hence, we deduce from these findings that communication apprehension is the major anxiety provoking factor among students.

3.4.1.2. Analysis of FLCAS Items

Item 1: I never feel quite sure of myself when I am speaking in my foreign language class

Table 4

Students' self-esteem and perception about speaking in foreign language class

Responses	Participants	%
Stronglyagree	6	9,5
Agree	22	34,9
Neutral	14	22,2
Disagree	13	20,6
Stronglydisagree	8	12,7
Total	63	100

Table 4 shows that participants who strongly agreed that they felt unsure when speaking in foreign language class were 7 students representing (9,5%), those who agreed are 22 (34,9%), while 14 students responded by choosing the neutral option, those who disagreed represents (20,6%) of the participants, and finally, 8 students strongly disagreed with the statement. Thus, we deduce from the obtained findings in the table that students who were unsure to speak in class were less than half of the population with a percentage of 34,9%. The latter indicates that the lack of self-confidence is a factor that may provoke anxiety among learners in a FL class and it worth to be mentioned that the fact of being unsure to speak in classroom takes the highest scores as shown in the table. This simply means that for a considerable number of learners, the fact of lacking self confident is behind their withdrawal to speak.

Item 2: I don't worry about making mistakes in language class.

Table 5

Students' anxiety about making mistakes in language class

Responses	Participants	%
Stronglyagree	7	11,1
Agree	21	33,3
Neutral	5	7,9
Disagree	24	38
Stronglydisagree	6	9,5
Total	63	100

The results in table 5 illustrates that 7 out of 63 students strongly agreed that they don't worry about making mistakes in language class, those who agreed represents 33,3%, and those who neither agreed nor disagreed were 5 students (7,9%), those who disagreed were 24 students representing 38%, and 9,5% strongly disagreed with the statement and appeared to be highly anxious about it. The number of students, who agreed that they were afraid about making mistakes, is more than the number of students who considered as non problematic issue. Thus, we conclude that the fear of making mistakes in language class is considered by the majority of students as an anxiety inducing factor.

Item 3: I tremble when I know that I'm going to be called on in language class.

Table 6

Students' anxiety when going to be called on in language class

Responses	Participants	%
Stronglyagree	6	9,5

Agree	34	53,9
Neutral	10	15,9
Disagree	11	17,5
Stronglydisagree	2	3,2
Total	63	100

The table above shows that 9,5% of the population strongly agreed that they tremble when they knew they were going to be called on in language class, those who agreed were 34 students representing 53,9%, then 10 students who neither agreed nor disagreed, 17,5% of the participants claimed that they did not tremble while only 2 students who strongly disagreed with the statement. We notice from these results that the majority of students representing 53,9% do feel anxious and start trembling once being called on by their teachers. And as explained in the theoretical part, trembling is one of the manifestations of students' anxiety in class.

Item 4: It frightens me when I don't understand what the teacher is saying in the foreign language.

Table 7

Students' Fear of Misunderstanding the teacher

Responses	Participants	%
Stronglyagree	15	23,8
Agree	25	39,7
Neutral	8	12,7
Disagree	9	14,3
Stronglydisagree	6	9,5

Total	63	100

As it is mentioned in table 7, most of the students agreed that they got frightened when they did not understand what the teacher was saying (39,7%). 15 students representing 23,8% strongly agreed, those who neither agreed nor disagreed were 8 students. Those who disagree represents 14,3% and finally 9,5% of the participants strongly disagreed. The number of students, who got afraid when they did not understand the teacher, represents the highest scores of the responses. Consequently, the fear of misunderstanding the teacher can be considered as one of the major causes of communication apprehension among students that leads them to be more anxious in language classroom.

Item 5: It wouldn't bother me at all to take more foreign language classes.

Table 8

Students' perception about taking more foreign language classes

Responses	Participants	%
Strongly agree	14	22,2
Agree	25	39,7
Neutral	10	12,7
Disagree	11	14,3
Strongly disagree	3	9,5
Total	63	100

As shown in the table above, 14 students out of 63 strongly agreed that they felt at ease to take another language class, those who agreed were 25 students representing 39,7%, those who were neutral were 10 students, then those who disagreed represent 14,3% and finally

only 9,5% of students strongly disagreed about getting another language class. Hence, since the majority of students agree to take more foreign language classes, this implies that English language learning was an easy task and that it is why they feel ready to take other foreign language classes

Item 6: During language class, I find myself thinking about things that have nothing to do with the course

Table 9

Students' concentration during the course

Responses	Participants	%
Strongly agree	9	14,3
Agree	29	46,03
Neutral	11	17,5
Disagree	11	17,5
Strongly disagree	3	4,8
Total	63	100

Table 9 demonstrates that 14,3% of students strongly agreed that they found themselves thinking about things that had nothing to do with the course. However, the majority of the population (46,03%) agreed with the statement. Those who nor agreed or disagreed were 11 students. Those who disagreed represents 17,5% while 4,8% strongly disagreed with the statement. Based on the findings above, the number of students who agreed that they found themselves unfocussed and lost during the language course, is higher than those who are focussed and attentive. Thus, the loss of concentration is considered among the psychological symptoms of anxious students as mentioned in chapter 1. That is, having 29 students out of

63 who strongly agreed and 9 others who reckoned the fact that they felt distracted during the language class is considerable number (a percentage of 60%) simply shows that they, in a way or another, endure language anxiety since distraction is one of its symptoms.

Item7: I keep thinking that the other students are better at languages than I am

Table 10

Students' self-perception at languages in comparison with others

Responses	participants	%
Stronglyagree	10	15,9
Agree	18	28,6
Neutral	7	11,1
Disagree	15	23,8
Stronglydisagree	13	20,6
Total	63	100

The table above illustrates that, of a total number of the sample, 10 students strongly agreed that they felt less competent than others. 28,6% of them agreed and 7 students were neutral. Then, 15 students representing 23,8% disagreed and 20,6% strongly disagreed with the statement. According to these findings, comparing one's self to others reflects a sense of negative self-evaluation which provokes anxiety inside the classroom, however this negative self- evaluation cannot be considered as an anxiety-provoking factor among all students because the number of students who considered themselves as better than others equals the number of students who considered themselves less competent than their classmates.

Item 8: I am usually at ease during tests in my language class.

Table 11

Students' easiness during language tests

Responses	participants	%
Strongly agree	3	4,8
Agree	21	33,3
Neutral	20	31,7
Disagree	11	17,5
Strongly disagree	8	12,7
Total	63	100

4,8% of the students strongly agreed that they felt at ease during tests in language class, those who agreed were 21 students representing 33,3%, 20 (31,7%) students neither agreed nor disagreed with statement, 11 (17,5%) of them disagreed and 8 (12,7%) strongly disagreed. According to the results reported, the majority of students felt uneasy during tests. This indicates that most of them find tests and evaluative tasks as factors that arouse uncomfortable situations. Consequently, they experience test anxiety in language class, which in turn affects their performance.

Item 9: I start to panic when I have to speak without preparation in language class.

Table 12

Students' state of nervousness when speaking without preparation

Responses	Participants	%
Strongly agree	15	23,8
Agree	21	33,3

Neutral	8	12,7
Disagree	16	25,4
Strongly disagree	3	4,8
Total	63	100

Table 12 reveals that 15 students representing 23,8% strongly agreed that they started to panic when they had to speak without previous preparation in language class, those who agreed were 21 students representing 33,3% of the whole population. Those who neither agreed nor disagreed represents 12,7%, then 16 (25,4) students disagreed with the statement and finally only 3 (4,8%) students strongly disagreed. Having more than 56% i.e. (36 learners) reckoned that they felt anxious to speak when they were not ready to do so, simply leads to conclude that the lack of preparation is a cause of anxiety for most of them.

Item 10: I worry about the consequences of failing my foreign my foreign language class.

Table 13

Students' worry about failing in foreign language class

Responses	Participants	%
Strongly agree	16	25,4
Agree	35	55,6
Neutral	7	11,1
Disagree	5	7,9
Strongly disagree	0	0
Total	63	100

The findings in table 13 shows that 25,4% of the students strongly agreed that they were worried about the consequences of failing in foreign language class, 55,6% of them agreed, 7 students were neutral in their answers while 7,9% of the students disagreed, however none of them strongly disagreed. Therefore, we can conclude that worrying about failure is considered by the majority of the sample as an anxiety inducing factor. Students did feel anxious that they would not get good marks in tests and would not succeed in foreign language class.

Question 11: I don't understand why some people get so upset over foreign language classes.

Table 14

Students' perception about others' dissatisfaction with foreign language classes

Responses	Participants	%
Strongly agree	14	22,2
Agree	39	61,9
Neutral	6	9,5
Disagree	4	6,3
Strongly disagree	0	0
Total	63	100

According to the table above, 14 (22,2%) students strongly agreed that they did not understand why some people get so upset over foreign language classes. High number of the participants (61,9%) showed agreement, 6 (9,5%) students were neutral, those who disagreed represents 6,3% of the students and none (0%) of them strongly disagreed with this statment. It is clear from findings displayed in the table that the majority of students consider foreign language classes an enjoyable task.

Item 12: In language class, I can get so nervous I forget things I know.

Table 15

Forgetting things in language class

Responses	Participants	%
Strongly agree	11	17,5
Agree	32	50,8
Neutral	10	15,9
Disagree	6	9,5
Strongly disagree	4	6,3
Total	63	100

The table above demonstrates that 17,5% of students strongly agreed that they felt anxious when forgetting things they knew, and those who agreed represent half of the population with 50,8%. 10 students are neutral. While 4 students show disagreement and 6,3% strongly disagreed with the statement. It is very evident from these findings that a high number those who strongly agreed and those who agreed representing 68,58% did feel nervous when they forget things they knew in language class. Accordingly, this is a clear symptom of having language anxiety which makes the students forget things they knew previously and this fact, in a way or another affects their performance negatively.

Item 13: It embarrasses me to volunteer answers in my language class.

Table 16

Feeling embarrassed to volunteer answers in language class

Responses	Participants	%
Strongly agree	2	3,2

Agree	24	38
Neutral	11	17,5
Disagree	13	20,6
Strongly disagree	13	20,6
Total	63	100

As reported in table 16, mainly two students out of 63 strongly agreed that it embarrassed them to volunteer answers in language class while 24 (38%) students agreed with the previously stated statement. Moreover, 17,5% of them were neutral and 13 (20,6%) disagreed and strongly disagreed with this statement. These statistics indicate that most of the students did not dare taking the floor to volunteer answers in language class due to their fear that their answers would be wrong or that teacher and classmates would evaluate them negatively. As a result, they felt afraid to participate and to take part in classroom discussion and preferred rather to stay passive. This, in turn explains that anxiety is one of the reasons why most students prefer not to speak in classroom.

Item 14: I would not be nervous speaking the foreign language with native speakers.

Table 17

Speaking with native speakers

Responses	Participants	%
Strongly agree	9	14,3
Agree	15	23,8
Neutral	12	19
Disagree	20	31,8
Strongly disagree	7	11,1

| Total | 63 | 100 |

Table 17 shows that 9 students strongly agreed that they would not be nervous to speak with native speakers, while 23,8% agreed with the previous statement, those who were neutral represent 19% of the population. Those who disagreed were 20 (31,8%) students. Finally, (11,1%) of students strongly disagreed. The above table shows that the fear of speaking with native speakers is considered by some of the students, but not to all of them as a provoking anxiety situation that may make them feel uncomfortable to speak and interact.

Item 15: I get upset when I don't understand what the teacher is correcting.

Table 18

Teacher's correction of unknown errors

Responses	Participants	%
Stronglyagree	12	19
Agree	33	52,4
Neutral	3	4,8
Disagree	11	17,5
Strongly disagree	4	6,3
Total	63	100

The results display that 19% of students strongly agreed that they got upset when they did not know what the teacher was correcting, (52,4 %) representing 33 students agreed, and 3 students are neutral. Those who disagreed represent 17,5% of the population, and the other remaining 4 students(6,3%) strongly disagreed. We deduce from the findings mentioned that teachers' correction of mistakes provokes feelings of anxiety among the majority of students especially if the correction is about unknown errors to them. Hence, learners' fear to

misunderstand what the teacher is correcting make them become more anxious and nervous in language class.

Question 16: Even if I am well prepared for language class, I feel anxious about it.

Table 19

Anxiety in language class despite of prior preparation

Responses	participants	%
Strongly agree	7	11,1
Agree	22	34,9
Neutral	14	22,2
Disagree	8	12,7
Strongly disagree	12	19
Total	63	100

Students who strongly agreed that they felt anxious even if they had been beforehand well prepared represent 11,1%, while those who agreed were 22 (34,9%) students , 14 (22,2%) of them nor agreed nor disagreed. Yet, 8 students representing 12,7% claimed that they did not feel anxious even if they were not well prepared and 19% of them strongly disagreed with the statement. The number of students who claimed that they got anxious even if they were well prepared represents the majority of the involved students. This supports the hypothesis that anxiety is a pervasive phenomenon among most of students. Therefore, we conclude that even if the lack of preparation is considered as one of the causes of language anxiety, however it is not the major one; because well prepared students do also get anxious.

Item 17: I often feel like not going to my language class.

Table 20

Skipping language class because of anxiety

Responses	Participants	Percentage %
Strongly agree	5	7,9
Agree	14	22,2
Neutral	9	14,3
Disagree	25	39,7
Strongly disagree	10	15,9
Total	63	100

The table above indicates that 5 students among 63 strongly agreed that they felt like not going to language class, 14 (22,2%) of them agreed, 9 students chose the neutral option .Hence, those who disagreed represent 39,7% of the population which is the highest percentage, and then 10 students strongly disagreed about not going to language class. These results demonstrate that only some of students desired to skip language classes. However, the majority of them had the willingness to attend language class, this explains that learning English may spark interest that is why most of students do not prefer to skip their language classes.

Item 18: I feel confident when I speak in foreign language class.

Table 21

Students' self-confidence in speaking

Responses	Participants	%
Strongly agree	11	17,5
Agree	10	15,9

Neutral	14	22,2
Disagree	22	34,9
Strongly disagree	6	9,5
Total	63	100

As far learners' self-confidence in FL class is concerned, 11 students representing 17,5% strongly agreed that they did feel confident. Yet, those who agreed were 10 (15,9%) students, 22,2% of them nor agreed nor disagreed, those who claimed that they felt unconfident and disagreed with the statement represent 34,9% of the students, and 9,5% of them strongly disagreed. Accordingly, we conclude that students who claimed that they felt unconfident while speaking in foreign language class are more than the number of confident students. Thus, it is evident that the majority of students become reluctant to speak because of their anxiety. It is worthy to mention that the lack of self-confidence induces students to be anxious and prevents them to communicate as plainly portrayed in theoretical part.

Item 19: I am afraid that my language teacher is ready to correct every mistake I made.

Table 22

Students' fear of being exhaustively corrected by the teacher

Responses	Participants	%
Strongly agree	3	4,8
Agree	25	39,7
Neutral	7	11,1
Disagree	21	33,3
Strongly disagree	7	11,1
Total	63	100

Table 22 reveals that students who strongly agreed that they were afraid when the teacher was ready to correct every mistake they made represent 4,8% of the population. Those who agreed were 25 students representing 39,7%, while the other 7 (11,1%) students neither agreed nor disagreed with the statement. Those who disagreed and claimed that they were not afraid when the teacher corrected their mistakes represent 33,3% and the rest of learners (11,1%) stated that they strongly disagreed with the set statement. We deduce from the results shown in the table above that students' feelings of anxiety may simply stem from teachers' recurrent mistake correction.

Item 20: I can feel my heart pounding when I'm going to be called on in language class.

Table 23

Students' reaction when being called on in language class

Responses	participants	%
Strongly agree	11	17,5
Agree	26	41,3
Neutral	7	11,1
Disagree	13	20,6
Strongly disagree	6	6,3
Total	63	100

The findings in table 23 show that 11 students representing 17,5% strongly agreed that they felt their heart pounding when they were going to be called on, and the others 41,3% of them agree, 7 (11,1%) students are neutral, those who disagree represents 20,6% and finally 6 (6,3%) students strongly disagreed with the set statement. From these findings, we can infer that the majority of students were horrified to be called on in their language classroom; this

indicates that they were highly anxious. Thus, as we mentioned in chapter 1, pounding heart

beat and heart palpitations are among the physical symptoms of anxious students.

Item 21: The more I study for a language test, the more confused I get.

Table 24

Getting confused about the language test

Responses	participants	%
Strongly agree	8	12,7
Agree	22	34,9
Neutral	7	11,1
Disagree	17	27
Strongly disagree	9	14,3
Total	63	100

Concerning item 21 which states that over-studying leads students to be more confused in

language tests, students' responses were as follow: 8 students representing 12,7% stated that

they strongly agreed, 22 (34,9%) of them agreed, 7 (11,1) students neither agreed nor

disagreed. However, those who disagreed were 17 students representing 27% of the

participants and the rest of the involved learners 9 i.e. 14,3% strongly disagreed with the

statement. Then, it is clear from the results above that students were very concerned about

their performances in oral tests; as a result they attempted to study a lot. This simply affirms

the already stated hypothesis that over-studying is another manifestation of students' anxiety.

Item 22: I don't feel pressure to prepare very well for language class.

Table 25

Students' preparation for language class

Responses	participants	%
Strongly agree	10	15,9
Agree	18	28,6
Neutral	14	22,2
Disagree	18	28,6
Strongly disagree	3	6,3
Total	63	100

Table 25 illustrates that 15,9% of the participants strongly agreed that they felt comfortable while preparing for language class. 18 students representing 28,6% of the sample agreed with the statement, those who were neutral represent 22,2%. Yet, those who disagreed and claimed that they felt pressure to prepare well for their language class were 18 (28,6%) students and 6,3% of the participants strongly disagreed with statement. According to the exhibited data, the number of students who felt relaxed while preparing for language class is more than those who felt pressure. This simply proves that the well preparation for a language class is not problematic for more than the half of the students since it is not a source of anxiety to them.

Item 23: I always feel that the other students speak the foreign language better than I do.

Table 26

The feeling of inferiority to the others when speaking

Responses	Participants	%
Strongly agree	8	12,7
Agree	17	27
Neutral	9	14,3
Disagree	16	25,4
Strongly disagree	13	20,6
Total	63	100

As reported in table 26, 8 (12,7%) students strongly agreed that other students were speaking better than they did. Similarly, 17 (27%) students agreed with the same statement. 9 (14,3%) of the population were neutral. However, 16 (20,6%) students disagreed that they felt inferior to others when speaking, and the rest 13 (20,6%) students strongly disagreed. Therefore, we conclude from these findings that some students were anxious to speak because they lacked self-confidence; they believed that others' speaking ability is better than theirs. However, it is worth mentioning that a significant number of students were confident to express themselves freely with no endured sense of inferiority to others in terms of speaking. So, self-confidence is among the factors related to students' anxiety as exposed in the literature review but not the major one.

Item 24: I feel very-self conscious about speaking the foreign language in front of other students.

Table 27

Self-Consciousness about speaking the foreign language in classroom context

Responses	participants	%
Strongly agree	5	7,9
Agree	13	20,6
Neutral	15	22,2
Disagree	26	41,3
Strongly disagree	4	6,3
Total	63	100

Table 27 shows that 7,9% of the population strongly agreed that they feel very-self conscious about speaking foreign language in front of their classmates. Those who agreed were 13 (20,6%) students, 15 (22,2%) of them were neutral. Those who disagreed were 26 (41,3%) students, whereas 6,3% strongly disagreed with the previously set statement. We deduce that most of the students did not feel very-conscious about speaking the foreign language in classroom context. This might reflect their self-perception that they had a difficulty to understand others or to make themselves understood. Thus, lacking self-consciousness in speaking is a very prevalent indication of enduring anxiety among learners.

Item 25: Language class moves so quickly I worry about getting left behind.

Table 28

Students' apprehension about the language course

Responses	Participants	%
Strongly agree	5	7,9
Agree	32	50,8
Neutral	14	23,8
Disagree	9	14,3
Strongly disagree	3	4,8
Total	63	100

Table 28, indicates that 32 students representing 50,5% agreed that they worried about being left behind when language class moved so quickly. Then, 5 (7,9%) students strongly agreed. 14 (23,8%) students were neutral. And, those who disagreed represent 14,3% of the population, while 3 (4,8%) students strongly disagreed with the statement. It is evident from the statistics above that half of the sample got anxious when they had a difficulty in processing all the information and materials provided in the class.

Item 26: I feel more tense and nervous in my language class than in my other classes.

Table 29

Nervousness experienced in language class than in other classes

Responses	Participants	%
Strongly agree	7	11,1
Agree	23	36,5
Neutral	9	14,3

Disagree	18	28,6
Strongly disagree	6	9,5
Total	63	100

As reported in table 29, 7 students representing 11,1% of the population strongly agreed that they were more tense and nervous in their language class than other classes. Those who agreed were 23 (36,5%) students. 14,3% of the population were neutral. Those who disagreed with the set statement represent 28,6%, and 6 students representing 9,5% strongly disagreed with it. According to these findings, the number of students who felt less anxious in language classes than in other classes is higher than those who endured anxiety. Consequently, students find language classes more comfortable in comparison to other classes.

Item 27: I get nervous and confused when I am speaking in my language class.

Table 30

Students' nervousness and confusion when speaking in the language class

Responses	Participants	%
Strongly agree	6	9,5
Agree	24	38
Neutral	10	15,9
Disagree	17	27
Strongly disagree	6	9,5
Total	63	100

The above results of students' responses reveal that 6 of them strongly agreed that they really got nervous and confused when speaking in the language class, those who agreed

represents 38% of the participants, 10 (15,9%) students neither agreed nor disagreed with the statement. Moreover, those who disagreed represent 38% and 9,5% of them strongly disagreed. We extract from these results that most of students did get nervous and confused when they spoke in language class.

Item 28: When I'm on my way to language class, I feel very sure and relaxed.

Table 31

Students' relaxation about going to language class

Responses	Participants	%
Strongly agree	8	12,6
Agree	17	27
Neutral	18	28,6
Disagree	17	27
Strongly disagree	3	4,8
Total	63	100

As illustrated in table 31, 8 students representing 12,6% of the participants strongly agreed that they felt sure and relaxed in their way to language class. 17 students representing 27% agreed with the statement, while those who preferred to be neutral represent 28,6%. 17 students representing 20,6% disagreed while only 3 students strongly disagreed with this statement. From these findings we notice that students' relaxation towards the language class differs from one student to another. Some of them were at ease may due to the fact that they enjoyed being in the language class. However, the others were less at ease due to their self-perception as being less competent in the language learning or simply because of being demotivated. As a result, they become confused and afraid on their way to language class.

Item 29: I get nervous when I don't understand every word the language teacher says.

Table 32

Inability to understand the teacher and learners' nervousness

Responses	Participants	%
Strongly agree	13	20,6
Agree	25	39,7
Neutral	10	15,9
Disagree	12	19
Strongly disagree	3	4,8
Total	63	100

The table above demonstrates that 13 students representing 20,6% strongly agreed that they got nervous when they did not understand every word said by the teacher, those who agreed with this statement were 25 students represent 39,7% which is the highest scores. 10 students representing 15,9% neither agreed nor disagreed with the statement, those who disagreed were 12 students representing 19% while only 3 students representing 4,8% strongly disagreed. We conclude from these results that the majority of students got nervous when they did not understand the teacher. Hence, student-teacher interaction seems to be an evoking factor of learners' anxiety in class as revealed in first chapter.

Item 30: I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Table 33

Being overwhelmed by the number of FL rules in speaking

Responses	Participants	%
Strongly agree	8	12,7
Agree	32	50,8
Neutral	8	12,7
Disagree	13	20,6
Strongly disagree	2	3,2
Total	63	100

Table 33 demonstrates that the majority of students 50,8% agreed that they felt overwhelmed by the number of rules they have to learn to speak a foreign language. Similar number of students (8) respectively, strongly agreed and neither agreed nor disagreed, 13 students representing 20,6% disagreed and 3,2% mainly strongly disagreed. We deduce from what is mentioned above that the exhausting number of rules in the foreign language make students anxious and more afraid to develop their speaking skill.

Item 31: I am afraid that the other students will laugh at me when I speak the foreign language.

Table 34

Students' fear of being laughed at by others

Responses	participants	%
Strongly agree	9	14,3

Agree	20	31,8
Neutral	7	11,1
Disagree	12	19
Strongly disagree	15	23,8
Total	63	100

These results indicates that 14,3% of students strongly agreed they were afraid that the other students will laugh at them when they spoke the foreign language in classroom, and 31,8% of them claimed that they agreed, whereas those who neither agreed nor disagreed were 7students representing 11,1%. Yet, 12 students representing 19% disagreed while 23,8% who strongly disagreed. It appears from these results that students' unwillingness to speak the foreign language is due to their negative belief that other students would laugh at them. Consequently, the fear of negative evaluation is a major cause of students' speaking anxiety.

Item 32: I would probably feel comfortable around native speakers of the foreign language

Table 35

Students' comfort around native speakers

Responses	participants	%
Strongly agree	9	14,3
Agree	15	23,8
Neutral	13	20,6
Disagree	21	33,3
Strongly disagree	5	8
Total	63	100

As illustrated in table 36, students who strongly agreed that they might feel comfortable around native speakers of the foreign language are 9 (14,3%) students, those who agreed were 15 students representing 23,8%, those who were neutral represents 20,6%, then 21 students representing 33,3% ,which is the highest percentage, disagreed and claimed that they would feel less comfortable around native speakers and 5 (8%) of them strongly disagree with statement. From these results, we conclude that students were more likely to be uncomfortable around native speakers and tended to be more anxious. Thus being around and communicating with natives can be considered as an anxiety provoking situation in which students generally face difficulty in expressing themselves in front of native speakers. However, not all the involved students in this piece of research endured this sense of fear. To others, such a situation might simply be challenging to test their ability to speak the foreign language.

Item 33: I get nervous when the language teacher asks questions which I haven't prepared in advance.

Table 36

Students' nervousness when asked to answer without preparation

Responses	Participants	%
Strongly agree	12	19
Agree	27	42,9
Neutral	10	15,9
Disagree	8	12,7
Strongly disagree	6	9,5
Total	63	100

As shown in table 36, students who strongly agreed that they got nervous when the language teacher asked questions which they did not prepare in advance were 12 students, those who agreed represents the high percentage with 42,9%, 10 students neither agreed nor disagreed with the introduced statement. Those who disagreed were 8 students representing 12,7% and 9,5% of them strongly disagreed. These results clarify that most students were highly anxious about teacher's questions in language class especially those questions whose answers were not prepared in beforehand maybe because most of them get confused and unable to improvise and speak spontaneously. Consequently, they prefer and feel more comfortable by self- selecting; when they know previously the answer and are ready to speak.

3.4.1.3. Discussion of the FLCAS Questionnaire Results

Based on the data obtained from the questionnaire, namely the FLCAS, the general level of anxiety among third year English language learners in English Department of Jijel University was higher compared with the level of anxiety in the study of Horwitz, Horwitz, and Cope (1986). Hence, students who were involved in this piece of study considered foreign language anxiety as a negative affective factor that prevents them from developing their language learning in class and even from reflecting their real oral proficiency level. However, factors that lead to this construct may vary in its effect depending on students' level of anxiety.

Concerning the components of anxiety, students' fear to communicate and to express their ideas orally hinders their oral proficiency development. Hence, and according the yielded data, communication apprehension is considered as the primary anxiety provoking factor among the majority of students, because communication requires students to be aware of the number of rules to learn in order to speak the language, as well as the mastery of language vocabulary and accurate pronunciation. Then, test anxiety, is the second factor

which tends to cause the targeted students to be anxious, this is due to their concern about their marks and success in language tests. Finally, the fear of negative evaluation is considered by the remaining number of the population as a source of anxiety. However, a slight difference between test anxiety and fear of negative evaluation was found. Therefore, compared with Horwitz, Horwitz, and Cope's study, communication apprehension takes the first place followed by fear of negative evaluation which is not the case in this study. It is test anxiety which takes the second place; this difference in findings is perhaps due to the difference of test environment or types of tests conducted in class among third year English language students.

From the analysis of students' questionnaire, it was noticed that the majority of students were anxious in foreign language class due to several factors. The Lack of self-confidence and feelings of self-consciousness affect their speaking ability in the language class because they underestimate their ability and consider themselves as less competent than others or afraid of being negatively evaluated, as a result they become embarrassed, reticent, and refuse to take part in class. However, some students as the findings portrayed, were confident to speak and to communicate with their classmates or with native speakers of the foreign language. They consider themselves as competent and they even overestimate their ability which enables them to express their ideas freely without fear. Hence, their ability to speak spontaneously reflects their real level since they are not afraid of being negatively evaluated by others.

The fear of making mistakes is another factor which caused students to be anxious. They believe that speaking should be accurate as a result they become embarrassed and more nervous while to err. Similarly, the fear of making mistakes leads them to be basically afraid from teachers' feedback. The majority of students found teachers' correction and the inability

to understand the teacher an anxiety provoking factor. Only some of them accept teachers' feedback and view as a normal and beneficial factor for improving their language learning. Another point which tends to induce language anxiety among students is testing. Most of them found tests and evaluative tasks as uncomfortable and anxiety provoking situation. Their fear of failure in language test endures high levels of test anxiety, thus it affects their performance during oral tests and causes them to have a negative attitude towards tests.

The findings also show that the lack of preparation and answering teachers' questions without being prepared cause high anxiety among students. However, some students revealed that they got anxious even if they were well prepared for language class. Hence, this implies that students' anxiety differs from one student to another. Therefore, it is clear that good preparation would enhance students to be confident in language class, yet it might not be possible to completely overcome anxiety.

Concerning the manifestations of anxiety and its symptoms, students tended to tremble when speaking, lost their concentration and felt heart pounding when going to be called on in language class. Also, students become more nervous when they could not remember what they had prepared to study in language class. Students then should be aware of these signs so as to pay attention to them and try to apply some coping strategies to reduce their feelings of anxiety experienced in language class.

3.4.2. Analysis and Interpretation of the Stimulated Recall Students' Interview

Based on the video tape recordings of students' symptoms during their oral presentations, twenty students were recognized as highly anxious ones, and twenty of them were less anxious. Hence, different questions were addressed to them.

3.4.2.1. Analysis of Highly anxious Students Results

After being exposed to their previous oral presentation on which they had been tested, we asked the teacher to invite the anxious students who were previously identified in the video

tape recordings to watch their recorded presentation so as to help them recall their memories about it, and then they were addressed the following questions to answer.

Q 1: would you, please give a short comment about your oral presentation that day?

The majority of students (12) described their oral presentation as "not good" while the rest (8) simply stated that it was "somehow good". The results indicate that the majority of high anxious students were actually not satisfied with their oral presentation and even those who described their presentation as "somehow good" were generally not very satisfied with their performance.

Q 2: How did you feel when you were presenting your topic?

Most students (17) agreed that they were nervous and anxious during their oral presentations but relatively three of them reported that they were either shy or afraid.

Q 3: to what extent were you anxious while performing orally that day?

Table 37

Students' level of anxiety during their oral presentation.

Option	Participants
High	07
Average	13
Total	20

Table 37 illustrates that 7 students from the whole population described their level of anxiety as high and 13 of them reported the fact of having medium level of anxiety. According to the students' answers of both questions 2 and 3, we conclude that the majority of students experienced anxiety but with varying degree. Accordingly, it is then very obvious

that anxiety exists in the process of language learning and tended to be higher when students

are supposed to be tested orally.

Q 4: Did the idea of being orally tested increase your feeling of anxiety?

Table 38

Students' perception of their anxiety level during oral tests.

Option	Participants
Yes	18
No	02
Total	20

Table 38 demonstrates that 18 students out of 20 agreed that the idea of being orally

tested increased their level of anxiety, while very few (mainly 2 of them) showed

disagreement. So, we notice that most students tend to experience higher levels of anxiety in

oral tests.

Q 5: Did you feel less anxious when performing a role play than in an individual

presentation?

Table 39

Students' perception about the speaking activities in which they feel less anxious.

Options	Participants
Yes	12
No	08
Total	20

As reported in the table above, 12 students felt less anxious when performing role plays

than in individual presentations, whereas the rest claimed that they were less anxious during

individual presentations. From the results obtained, it is clear that students feel more comfortable in group work. The cooperation between them lessens their anxiety and enables them to perform better. The other 8 students, who claimed that performing individually is less anxious to them, prefer to depend on themselves and assume their responsibility in case of forgetting parts of the presentation or making mistakes.

Q 6: During your presentation, were you worried that other students would laugh at you in case of making mistakes.

Table 40

Students' worry of being laughed at in case of making mistakes during their presentation.

Options	Participants
Yes	11
No	09
Total	20

Table 40 demonstrates that 11 students of 20 agreed that they were worried that other students would laugh at them in case of making mistakes. While 9 students showed disagreement about this statement. From the results obtained, we deduce that more than half of high anxious students were afraid of making mistakes and their classmates' negative evaluation, however not all of them. Those who disagreed claimed that others' perception is not a big deal to them.

Q 7: How did you feel when your teacher corrected every mistake you made?

The findings showed that 11 students accepted their teacher's correction because it made a part of learning process. At the same time, 8 students reported that they felt shy, stupid, anxious, nervous, embarrassed, and even confused. Meanwhile, one student stated that she

usually accepts teacher's correction but if it is not excessive. It is clear from the findings that teacher's feedback is not a major anxiety provoking factor for most anxious students.

Q 8: Did you forget some parts of your topic during your presentation that day?

Table 41

Forgetting what to say during oral presentation.

Options	Participants
Yes	19
No	01
Total	20

It seems from the table that all students except one forgot some parts of their presentations. Based on this result, we noticed that most students had a tendency to forget things to say because they were anxious. Thus, anxiety has direct relation with students' memory loss which negatively affects their performance and this fact was clearly explained in the frame of the first chapter.

Q 9: Among the following factors, what was the reason(s) of your fear to speak that day?

Table 42

Factors related to the fear of speaking.

Factors	Yes	No
Fear of speaking in front of class	11	09
Lack of vocabulary	14	06
Lack of practice of English speaking outside classroom	10	10
Poor preparation of the topic	13	07
Feeling shy that you were less competent than other	13	07
Previous poor performance experience	11	09

The given time to perform your presentation was limited	07	13
The environment in classroom was not comfortable to speak	09	11

From the table above, we noted that students who referred their speaking anxiety to fear of speaking in front of class were 11 (55%) students, however, 14 (70%) of them associated it to the lack of vocabulary, and 13 (65%) students referred it to both poor preparation of the topic and their shyness that they were less competent than others. In addition, 11 (55%) students were afraid to speak because of their previous poor performance experience. Limited time to perform was selected by 7 students as another factor related to their fear of speaking, while, similar number of students agreed and disagreed that the lack of practice of English outside classroom is behind their fear of speaking in classroom. It appears from these results that the most speaking anxiety provoking factors are respectively: the fear to speak in front of class, the lack of vocabulary, poor preparation of the topic, and previous poor performance experience.

Q 10: when the teacher addressed you a question that day, did you find a difficulty to express your ideas?

Table 43

Students' difficulty in expressing ideas when addressed unexpected questions.

Options	Participants
Yes	15
No	05
Total	20

The table above indicates that the majority of students representing 75% found a difficulty to express their ideas when the teacher addressed them a question after they

finished their presentation. We can conclude that the inability to express ideas was another cause behind the students' anxiety in oral testing.

Q 11: In your opinion, do you consider language anxiety as the most negative affective factor which prevent you from reflecting your real speaking level and performing well in oral tests?

Table 44

Students' Opinion about anxiety as the most negative affective factor in oral tests.

Options	Participants
Yes	19
No	01
Total	20

Table 44 indicates that all students except one considered language anxiety as the most negative affective factor which prevented them from reflecting their real level and performing well in oral tests. Accordingly, we deduce that being orally tested is problematic for most students because it boosted their feeling of anxiety which resulted in weak performance in oral tests.

Q 12: Have you been aware of this construct -language anxiety- and have you ever tried to work on it? If yes, how?

Table 45

Students' awareness about language anxiety construct.

Options	Participants
Yes	11
No	09
Total	20

The table above demonstrates that 11 students were aware of this construct -language anxiety- while 9 students were not. Among those students who responded positively to this question, 8 of them reported that they tried to work on this issue mostly through preparation, practice outside classroom, watching movies, listening to music, and asking questions in class. The rest simply did not try because they either lacked self confidence or were unwilling to try. Surprisingly, one student stated that "I do not present and escape my classes" is the best solution to overcome her speaking anxiety. It is clear from these results that most anxious students are aware of language anxiety construct in the process of language learning, and they are trying to work on it in order to overcome this unsupportive issue as well as improving their oral performances during oral tests. However, the other students who reported that they were aware of this negative feeling were not working hard to overcome it since it was not of that importance to them.

3.4.2.2. Analysis of Less Anxious Students' Results

Q 1: Give a short comment about your oral presentation that day?

Most of less anxious students (13) described their presentation as "good" while just 7 of them stated it was not good because they expected to perform better.

Q 2: Describe your feelings when you gave that oral presentation?

The majority of the students representing 15 out of 20 stated that they felt happy, excited, and comfortable while performing. Only 5 students reported that they felt a little bit afraid and stressed only at beginning but later on they became relaxed and calm.

Q 3: Did you feel satisfied with that oral performance?

Table 46

Student's satisfaction about their oral presentation.

Options	Participants
Satisfied	13

Unsatisfied	07
Total	20

Table 46 illustrates that the number of students who were satisfied with their performance is 13 while 7 students were not satisfied at all with their presentation. From these results and previous question's answers we conclude that most of less anxious students were satisfied with their performance. However, those who were not satisfied with their performance, they expected to perform well and thought they could do better.

Q 4: Did you endure any kind of anxiety while performing that day?

Most of less anxious students stated that they felt anxious and nervous while performing that day generally at the beginning. The other students stated that they did not endure any kind of anxiety. Therefore, less anxious students are found to have low levels of state anxiety.

Q5: Were you worried about making mistakes while performing that day?

Table 47

Students' worry about making mistakes.

Options	Participants
Yes	09
No	11
Total	20

Table 47 indicates that 9 students were worried about making mistakes while performing that day, and those who stated "No", i.e, they were not worried about making mistakes were 11 students. We conclude that the majority of less anxious students are not highly concerned with making mistakes during their presentations; this is due to their self confidence about their abilities.

Q 6: Did you feel embarrassed or anxious when the teacher addressed corrective feedback to you that day and interrupted you to correct your mistakes?

Table 48

Student's feelings about teacher's corrective feedback.

Options	Participants
Yes	02
No	18
Total	20

Table 48 illustrates that 18 of less anxious students were not embarrassed or anxious when the teacher addressed corrective feedback, whereas, only 2 of them felt shy and nervous. From these results we conclude that corrective feedback is not problematic for less anxious students since most of them stated that teacher's correction of their mistakes is normal during the process of learning and it is beneficial for them to develop their speaking skill.

Q 7: Was the feeling of relaxation because?

Table 49

Factors related to students' sense of relaxation.

Options	Yes	No
You felt confident and competent when speaking in front of class	17	03
It did not bother you to be negatively evaluated by your classmates or you teacher	20	00
It did not terrify you to be tested	20	00
you prepared the topic very well	10	10
You practise English a lot outside the classroom context	12	08

Table 49 demonstrates that the majority of less anxious students agreed that they felt confident and competent when speaking in front of class. All of them agreed that they felt relaxed because it did not bother them to be tested and negatively evaluated by others. 12 students stated that they practised English a lot outside classroom context. Finally, 10 students among the population agreed that they prepared well for their topics. Hence, we deduce from these results, that less anxious are self confident, they had no fear towards tests or others' negative evaluation, also they did not need much preparation to present their performance and they preferred rather to speak spontaneously.

Q8: What types of tests in which you feel more comfortable and at ease to express yourself orally? And why?

Table 50

Types of tests in which students feel more comfortable.

Options	Participants
Role play (pair or group work)	12
Individual oral presentation(monologues)	05
Both	02
Total	20

From The table above, we noticed that 12 students out of 20 which represents the majority felt more comfortable and at ease to express themselves orally in role plays (pair or group work) while 5 of them preferred more to present individually, whereas 2 students have no problem to present either a role play or an individual presentation. We infer that less anxious students preferred to perform a role play because they felt more comfortable and confident to express themselves openly within a group of students.

3.4.2.3. Discussion of the Stimulated Recall Students' Interview Results

After analyzing students' stimulated recall interview, we noticed that high anxious and less anxious students vary from each other in different aspects. However, they tend to have similar perceptions about some issues.

As far as high anxious students are concerned, they showed unpleasant feelings about their oral presentations, most of them were unsatisfied. This is because they were anxious during the whole presentation and this in a way or another, prevented them from performing well in the test. As far as the factors are concerned, which induce students to be anxious, the fear of speaking in front of class is the primary factor; students are unwilling to talk in front of others because of their shyness and their fear of being negatively evaluated. The fear of being orally tested is another factor which increases anxiety among students. They consider evaluative tasks as a threatening situation in which much more concern is on their test grades and success. It was also obvious that high anxious students forgot what they prepared beforehand. Hence, according to the issue portrayed in the theoretical part, the fact of being anxious leads to learners' memory loss. Other factors as the lack of vocabulary, the poor preparation, the previous poor performance and the inability to express ideas are ranked as anxiety provoking variables among the majority of students. Consequently they consider language anxiety as the most negative affective factor which prevents them from reflecting their level and performing well in oral tests. Moreover, the majority of them were aware of this construct but only few of them claimed that they tried to overcome it; some did through practising English outside classroom context, listening to music to learn more vocabulary and also interacting more with classmate in classroom.

Less anxious students, however, showed satisfaction and contentment about their oral presentation, this implies that low anxiety leads to a better performance in oral test. Moreover, it is worthy to mention that those students who were less anxious in their oral test

experienced a low level of anxiety due to the fact of having self-confidence and self-perception since they were able to speak in front of others and were less concerned with others' negative evaluation in tests. However, the lack of preparation and the lack of practice of English outside class were not considered as anxiety provoking factors for less anxious students because of their high self-perception and the ability to speak and express ideas in classroom during oral tests.

The majority of highly anxious and less anxious students showed their preference of role plays over individual oral presentations in oral tests. They did so because, according to them, they had the opportunity to express themselves without being anxious and felt comfortable while interacting with their classmates. They believe that one's mistakes and bad performance while being tested could be compensated while communicating with other students; they help each other. Thus, role plays were an effective way to reduce students' anxiety in oral tests. Another issue on in which high anxious and less anxious students agreed is on the acceptance of teachers' feedback. That is, students regarded teachers' correction of their mistakes as beneficial and useful for them in order to pay more attention to those mistakes and avoid them in their subsequent oral test performance.

Comparing students' responses on the FLCAS questionnaire and SRI, teachers' corrective feedback and the fear of negative evaluation are found to be different. In the students' questionnaire, the majority of them considered teachers' correction to their mistakes and teachers' readiness to correct every mistake they made as an anxiety provoking factor. Some of them disagreed and claimed that it was normal. However, students' responses on the stimulated recall interview revealed that the majority, if not all of them, thought of teachers' feedback as beneficial for their learning development; they accepted being corrected by the teacher as they considered making mistakes a natural thing in language learning and especially while performing orally. Consequently, the fear of being negatively evaluated by

others was differently reported in the FLACS questionnaire and the SRI. Putting it more concretely, in the SRI, students did not consider the fear of being negatively evaluated by others as a cause of anxiety, unlike the results yielded in the FLACS questionnaire; hence, these differences seem to be somehow confusing.

To have a comprehensive insight about the issue under investigation i.e, anxiety in oral tests among third year students in the English language Department of Jijel University, and to see the correlation between the findings yielded in the FLCAS and the stimulated recall interview, another tool of data correlation is used, mainly; teachers' interview. The latter would certainly help in confirming or disconfirming the results of the two other tools of data collection.

3.4.3. The Analysis and Interpretation of Teachers' Interview

Q1. How long have you been teaching the Oral Expression module?

Table 51

Teachers' experience in teaching the oral expression module

Teacher(s)	1	2	3	4	5	6
Year(s)	02	01	03	03	09	07

Most teachers representing 4 out of 6 reported that they did not have long experience in teaching the oral expression module; their experience ranges from a year a three years. While 2 teachers, respectively nine and seven years, seems to have a longer experience in teaching it. The target behind addressing this question is to know whether teachers' experience plays a role in helping them to better understand and the complexity of language anxiety in oral testing.

Q2. How do you consider your learners' oral performance?

Most teachers stated that their learners' oral performance is relative. That is, they viewed some of their learners as good, others as average, some others according to the teachers were poor. We can deduce that students' oral performance differs from one student to another and from one group to another as well as they are more likely to develop and became better with time.

Q3. Are there any students who are unwilling to talk in your speaking class?
_would you, please, say why?

All teachers consented with the fact of having a lot of unwilling learners to talk in their oral expression class sessions. moreover, they added other factors and causes related to their learners' reticence among which was anxiety, shyness, the fear of making mistakes, the lack of self-confidence, the lack of motivation and proficiency level. Accordingly, the learners' unwillingness to speak is, then very common in speaking classes and it can be the result of one of the previously stated factors.

Q4.Would you, please, state what does language anxiety mean to you?

Teachers provided different meanings for anxiety but all of them shared the idea that anxiety exists in language learning and generally refers to learners' nervousness, stress, and inability to speak especially when they have to perform orally. Additionally, teachers agreed that anxiety in most of cases hinders learners' oral performance.

Q5. Is anxiety the most affective factor influencing the process of foreign language learning?

All teachers, except for one, agreed that anxiety is the most affective factor influencing the process of foreign language learning but it is not the major one since there are other factors affect, as well, the process of foreign language learning among which we can mention motivation, personality trait, shyness, and the lack of vocabulary.

Q6. How can you perceive and notice the anxious students in your speaking classes? Would you, please state some signs and symptoms that exhibit and unveil learners' anxiety in classroom?

Teachers' answers revealed that there were different characteristics that they noticed in their students' facial expressions and body postures. All of the teachers reported that anxious students do share some common and dominant symptoms as shaking, lowering their heads, avoiding eye contact, seating alone, having red faces, being unwilling initiate participation. They even tend to give excuses to postpone their presentations and if they had to speak, they started with a trembling voice and floundering, they may even answer briefly their teachers' questions.

Q7. According to you, what are the factors that may provoke and boost the feeling of anxiety among learners?

Teachers stated that the major factors that may provoke and boost the feeling of anxiety among students are the fear of making mistakes, the fear of negative evaluation either from the part of their peers or teachers, the lack of self-confidence, fear, the lack of information on the issue, and teacher's attitudes. Hence, we conclude that anxiety may stem from different factors which are mainly related to the learner himself, the teacher or the classroom environment.

Q8. Do you agree that testing is the main anxiety provoking factor?

 - Would you, please, explain why?

Five teachers among six agreed that testing is the main anxiety provoking factor, however one teacher disagreed and stated "it was not". Furthermore, some teachers (3 out of six) stressed the fact that learners are usually anxious all along the whole year, but their anxiety increases during tests because the latter are generally related to marks and passing or failing.

Q9. What type of tests do you usually use to test your students' oral performance?

  -Would you, please, explain why?

    Teachers stated that they usually use a variety of tests to evaluate their students' oral performance. Among these tests are: oral presentations, class discussion, casual conversations, and role plays are the most used tests in the oral expression module. Only two teachers explained their choice of using free topics as a way to test how learners can improvise and to measure their readiness to express themselves.

Q10. Do you agree that oral tests would be less anxiety provoking if they were not individual (plays, dialogues…)?

_Would you, please, explain why?

    Four (04) teachers agreed that oral tests would be less anxiety provoking if they were not individual because students are likely to be less anxious and more comfortable if they pass their oral tests with mates whereas one teacher stated that it has to do more with preparation because they are expected to do well if they are prepared, he also asserted that certain students like and do better in individual work while being tested.

Q11. Do you think that language anxiety is a negative affective factor that prevents learners from performing well in oral tests?

    The results obtained indicate that three teachers agreed that language anxiety is a negative affective factor that prevents learners from performing well during oral tests. However, one teacher stated that it depends on learners' anxiety level; if it is low it would be helpful but if it is high, it will hinder learners' performance. For the remaining teachers, they indirectly answered the question previously and claimed that anxiety negatively affects student's performance.

Q12. Do you think that learners will perform better if they know that their performance is not going to be evaluated and tested?

Most of the teachers thought that learners will outperform if they know that their performance is not going to be evaluated and tested because learners tend to be anxious and experience high level of anxiety during tests which negatively affects their performance but one teacher stated that this idea is not beneficial for all learners since some of them might be more motivated when being tested and challenged.

Q13. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

Teachers provided different strategies that can be adopted to reduce their learners' anxiety during oral tests and improve their achievements. They recommended to:

- Raise students' motivation and bring interesting topics to the class.

- Create relaxed atmosphere in which students should not laugh at each other. Moreover, teachers should not humiliate and underestimate their learners.

- Encourage group and pair work (cooperative learning) in teaching the speaking skill.

- Reduce the fear of making mistakes; making mistakes in language class is appreciated.

- Raise learners' awareness about the issue i.e. anxiety.

- Do not provide excessive feedback.

3.4.3.1. Discussion of Teachers' Interview Results

Based on the teachers' interview results, it is evident that all teachers, despite their difference in the experience of teaching the oral expression module, are aware of language anxiety as a construct and they confirmed its existence among learners in both oral expression classes and oral tests. Additionally, most of them stated that there are many factors that may boost and provoke anxiety among learners for instance, the lack of self- confidence, the fear of negative evaluation, teacher's attitudes, and the fear of making mistakes; because learners

consider mistakes as signs of failure, accordingly, they feel more anxious since they do not have what to say.

All teachers referred to anxiety as a state of nervousness and stress that prevents learners from talking and expressing their ideas freely. It is also considered as a major problem and obstacle that affects the process of foreign language learning. Language anxiety, as teachers reported, is related to students' unwillingness and reticence to talk and participate in class. Consequently, students' performance can be divided to three levels in which less anxious students seem to be good speakers of English language, while average performance is related to students who experience moderate anxiety. High anxious students, according to teachers do not perform well and seem to be weak and reluctant speakers. According to most teachers, anxious students can be identified easily since they are most of the time distracted, unwilling to talk, and they even avoid eye-contact with the teacher in order not to be asked to speak.

In order to evaluate learners' oral performance, teachers of oral expression frequently use certain types of tests among which are: free topics, role plays, and discussions. As far as language anxiety is concerned, being orally tested is considered by most of the teachers as an anxiety provoking factor which negatively affects students' performance during tests because most of them feel anxious and frustrated that their performance is evaluated. Therefore, teachers agreed that students would experience low anxiety if tests are not conducted individually. According to teachers, performing a test in pairs certainly leads them feel more comfortable and confident. At last but not least, learners' anxiety would decrease as well, when they know that their oral performance is not evaluated.

Teachers consented with the fact of playing a significant role in reducing their students' language anxiety by using various strategies such as raising their learners' awareness about language anxiety and making them aware of its existence in FL learning. They may also help in decreasing their learners' fear of making mistakes because mistakes make part of their

learning process and they may also provide them with the necessary feedback, raise their motivation through bringing interesting materials to the class, and create relaxed atmosphere.

3.5. Discussion of the Final Results

The results confirmed that language anxiety tends to affect students' performances negatively during oral tests. Major factors or sources might lead students to be anxious, and as a result this fact prevents them from performing well when being orally tested. These factors are communication anxiety, test anxiety, the fear of making mistakes, the lack of vocabulary, the lack of self-confidence and the fear of negative evaluation. In order to reduce language anxiety, both students and teachers suggested some solutions like creating comfortable atmosphere, having more practice of English outside the classroom context and engaging more in group and pair works.

3.6. Limitations of the Study

The present study aims to investigate the issue of FLA during oral tests. Accordingly, some difficulties were encountered. They are subsequently listed:

- The respondents to the questionnaire did not always show their real attitudes and perspectives since they were only concerned by the completion of the questionnaire in hand. Therefore the results of the FLCAS might have been affected because of learners' non sincerity in answering the questions.

- During the stimulated recall interview, many students were absent as a result we had to minimize students' number to be called and interviewed

- As far as the references are concerned, we found a difficulty in finding primary sources on the issue of oral testing and anxiety.

- Time constraint was another major obstacle that we faced while conducting this piece of research.

- We would have appreciated more to conduct the practical side of this dissertation in hand with first or second year students since they are given two tests during the whole year in Oral Expression module. Yet, it was impossible to start the practical side on January and it was also too late to wait for second semester tests that were scheduled on May. If we have had the time to conducted the practical side with 1st or 2nd year students, we would had more chances to see learners during their oral tests in a limited timing given to every single student because 3rd year students were tested and evaluated during the whole two semesters.

3.7. Pedagogical Recommendations and Suggestions for Further Future Research

This study explored and investigated the effect of anxiety on students' oral performance during oral expression classes and oral tests, as well as the possible causes behind this affective phenomenon. Therefore, the subsequent items are merely suggestions proposed in order to help both teachers and learners to reduce FLA and develop language achievement.

- Teachers should conduct discussion sessions with their learners in order to raise their awareness about the feeling of anxiety that might be endured in oral expression class and in oral tests specifically. In doing so, it would be so helpful for them to recognize that anxiety is an ordinary feeling that may arouse during the process of FL learning.

- In order to reduce students' anxiety during oral tests, teachers should be aware about the crucial negative effect of anxiety on students' performance so that they can help them to get relaxed before start taking a test and performing.

- Teacher should take the initiative to tackle the problem of students' speaking anxiety and to supply them with certain effective strategies that may enable them to reduce their feelings of anxiety.

- Teachers should vary the type of tests that they assign to their learners while evaluating them and encourage both group and pair work presentations in order to make students interact more and decrease their anxiety, either within classroom context or outside the class.

- Teachers should create warm and friendly relationships and atmosphere through bringing interesting and update topics to be discussed and the use of sense of humours with their learners.

- Students should know that mistakes are part of the learning process, so they should try to reduce their fear of making mistakes to perform well when being orally tested.

    In the light of this study and based on the results obtained, further research concerning the current issue would be for crucial importance in order to provide deep insights and visions. To do so, some suggestions and recommendations can be summarized as follow:

- On account of time constraints, it was impossible to have an experimental study to investigate the effect of language anxiety in oral testing. Conducting an experiment to investigate this issue, would yield statistical data that are beneficial to confirm or refute the already stated hypothesis and the results of this exploratory study.

- Further research is also needed to investigate the correlation between learners' oral proficiency and language anxiety. That is having a co-relational study to see whether there is any positive corresponding result between low oral proficiency and high level of anxiety.

- Based on the findings of this study, students proved to be less anxious during group works, hence a comparative study should be conducted to examine anxiety level during individual work as well as in group works and how anxiety eventually affects their performance in both types of presentations.

- Further researchers may select one or more coping strategies and apply them to test their effectiveness in reducing anxiety level among students.

Conclusion

This chapter was concerned with the collection of data from the students' FLCAS questionnaire, the stimulated recall students' interview and the teachers' interview with the aim of providing adequate results concerning the investigation of foreign language anxiety in oral tests. The chapter then provided the analysis and discussion of the results of the implemented tools of research which revealed that FLA does have negative effects on students' performance in testing situations. Additionally, it was found that learners' language anxiety is originated from various factors mainly students' lack of self-confidence, communication apprehension and the fear of making mistakes. The chapter in hand explained some study limitations that were encountered while conducting this piece of research along with some research recommendations and further research suggestions.

General Conclusion

Foreign language anxiety is one of the most important phenomenon which affects students' language learning. It has been studied from different perspectives and angles in order to provide clear and evident explanations for the subject under investigation in this piece of research. Meanwhile, several studies done on foreign language anxiety proved that students tend to be more anxious when they are orally tested. For this reason, it appeared that foreign language anxiety has a significant negative effect on students' performance in oral tests. Therefore, the core of this piece of research is to explore learners' anxiety in oral testing, unveil its provoking causes and is also aimed at proposing some coping strategies for this construct.

The present study revealed various results concerning the relationship between learners' anxiety and their performances in oral tests. It is proved that foreign language anxiety was considerably high among students and it, indeed, hindered their achievement. Therefore, the previously worded research hypothesis, which assumed that anxiety was the major negative affective variable behind students' poor performance in oral tests, was by the end confirmed. What is more, both teachers and students were aware of the negative effect of anxiety on students' oral performance. Although there are other factors which might hinder students in the process of foreign language learning, they considered foreign language anxiety as one of the most affective one as it prevented them from reflecting their real level and develop their speaking ability and this fact resulted in poor performances in oral testing situations.

The findings obtained from this study shed light on the basic factors which lead to students' anxiety in oral tests. Students experienced anxiety due to many factors such as the fear of speaking in front of one's classmates; communication apprehension, the fear of failing in language tests, the fear of negative evaluation, the fear of making mistakes, the lack of self-confidence and self-esteem, the lack of vocabulary, the lack of preparation, the lack of

practice of English outside classroom context and the inability to express ideas orally. However, the ranking of these factors differed from one anxious student to another because of the personality type of each student. Additionally, there were some signs and symptoms which helped us to recognize anxious students in Oral Expression module sessions such as hesitation, low trembling voices, the inability to make eye contact with peers or the teacher, getting red faces, having shaking and sweating hands and other manifestations which exhibited clearly during the presentations of anxious students while taking their oral tests.

Therefore, in order to reduce students' anxiety and help them to enhance their performance in oral tests, both students and teachers should take part in this process. Students, on the one hand, can reduce their anxiety by practising the English language more outside the classroom context, preparing well for tests, developing their self-confidence by practising positive self-talk and using relaxation techniques. Teachers, on the other hand, can also help in reducing students' anxiety by creating friendly contexts in their class and build good relationship with their students. In doing so, students would certainly be more motivated to take part in classroom conversations and, as a result, feel at ease during tests. Using various oral activities and encourage group work tasks in which students feel more comfortable would certainly lead to raise learners' awareness about foreign language anxiety and help them overcome it and decrease its destructive results while speaking in oral tests.

On the whole, the findings of this study answered the previously addressed research question that foreign language anxiety does have a negative impact on students' performance during oral testing in the sense that it prevented them from reflecting their real level. Hence, teachers and students have to adopt certain strategies to lower students' anxiety and help them do better orally when being tested.

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APPENDICES

APPENDIX A

Foreign Language Classroom Anxiety Scale

Horwitz, Horwitz and Cope (1986) developed Foreign Language Classroom Anxiety Scale

(FLCAS) as an instrument to measure anxiety levels. Each item within this scale is rated on a

five – point Likret scale ranging from 1 (strongly agree) to 5(strongly disagree).

Would you please, read each of the following statements carefully and tick **(√)** the most

appropriate answer for you.

1. I never feel quite sure of myself when I am speaking in my foreign language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

2. I don't worry about making mistakes in language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

3. I tremble when I know that I'm going to be called on in language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

4. It frightens me when I don't understand what the teacher is saying in the foreign

language.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

5. It wouldn't bother me at all to take more foreign language classes.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

6. During language class, I find myself thinking about things that have nothing to do with the course.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

7. I keep thinking that the other students are better at languages than I am.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

8. I am usually at ease during tests in my language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

9. I start to panic when I have to speak without preparation in language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

10. I worry about the consequences of failing my foreign language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

11. I don't understand why some people get so upset over foreign language classes.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

12. In language class, I can get so nervous I forget things I know.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

13. It embarrasses me to volunteer answers in my language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

14. I would not be nervous speaking the foreign language with native speakers.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

15. I get upset when I don't understand what the teacher is correcting.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

16. Even if I am well prepared for language class, I feel anxious about it.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

17. I often feel like not going to my language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

18. I feel confident when I speak in foreign language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

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

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

20. I can feel my heart pounding when I'm going to be called on in language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

21. The more I study for a language test, the more confused I get.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

22. I don't feel pressure to prepare very well for language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

23. I always feel that the other students speak the foreign language better than I do.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

24. I feel very self-conscious about speaking the foreign language in front of other students.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

25. Language class moves so quickly I worry about getting left behind.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

26. I feel more tense and nervous in my language class than in my other classes.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

27. I get nervous and confused when I am speaking in my language class.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

28. When I'm on my way to language class, I feel very sure and relaxed.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

29. I get nervous when I don't understand every word the language teacher says.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

31. I am afraid that the other students will laugh at me when I speak the foreign language.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

32. I would probably feel comfortable around native speakers of the foreign language.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

Strongly agree ☐   Agree ☐   Neither agree nor disagree ☐

Disagree ☐   Strongly disagree ☐

APPENDIX B

State Trait Anxiety Inventory Scales

Form Y1

Directions

Read each statement and select the appropriate response to indicate how you feel right now, that is, at this very moment. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

1	2	3	4
Not at all	A little	Somewhat	Very Much So

1. I feel calm

2. I feel secure

3. I feel tense

4. I feel strained

5. I feel atease

6. I feel upset

7. I am presently worrying over possible misfortunes

8. I feel satisfied

9. I feel frightened

10. I feel uncomfortable

11. I feel self confident

12. I feel nervous

13. I feel jittery

14. I feel indecisive

15. I am relaxed

16. I feel content

17. I am worried

18. I feel confused

19. I feel steady

20. I feel pleasant

APPENDIX C

State Trait Anxiety Inventory

Form Y2

Directions

Read each statement and select the appropriate response to indicate how you generally feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe you generally feel.

1	2	3	4
Not at all	A little	Somewhat	Very Much So

21. I feel pleasant

22. I feel nervous

23. I feel satisfied with myself

24. I wish I could be as happy as others seem to be

25. I feel like a failure

26. I feel rested

27. I am "calm, cool, and collected"

28. I feel that difficulties are piling up so that I cannot overcome them

29. I worry too much over something that really doesn't matter

30. I am happy

31. I have disturbing thoughts

32. I lack self-confidence

33. I feel secure

34. I make decisions easily

35. I feel inadequate

36. I am content

37. Some unimportant thought runs through my mind and bothers me

38. I take disappointments so keenly that I can't put them out of my mind

39. I am a steady person

40. I get in a state of tension or turmoil as I think over my recent concerns and interests

APPENDIX D

Questions for High Anxious Students

Dear student,

After viewing the video of your presentation in Oral Expression class that day, we will address a set of questions to you to recall your memories about your performance. Your responses would certainly be anonymous and of great value and assistance in the data collection and analysis as well.

1. Would you, please, give a short comment about your oral presentation that day?

2. How did you feel when you were presenting your topic?

3. To what extent were you anxious while performing orally that day?

4. Did the idea of being orally tested increase your feeling of anxiety?

5. Did you feel less anxious while performing a role play than in individualoral presentation?

6. During your presentation, were you worried that other students would laugh at you in the case of making mistakes?

7. How did you feel when your teacher correctedevery mistake you made?

8. Did you forget some parts of your topic during your presentation that day?

9. Among the following factors, what was the reason (s) of your fear to speak that day:

   - Fear of speaking in front of class

   - Lack of vocabulary

   - Lack of practice of English speaking outside classroom

   - Poor preparation of the topic

   - Feeling shy that you were less competent than others

   - Previous poor performance experience

- The given time to perform your presentation was limited

- The environment in classroom was not comfortable and stimulating to speak.

10. When the teacher addressed you questions that day, did you find a difficulty to express your ideas?

11. Well, concerning our study, language anxiety is a feeling of uneasiness, worry and nervousness when learning a foreign language, especially when performing or being orally tested.

- In your opinion, do you consider language anxiety as the most negative affective factor which prevents you from reflecting your real speaking level and performing well in oral tests?

12. Have you been aware of this construct- language anxiety- and have you ever tried to work on it? If yes, how?

Thank you so much for your cooperation

APPENDIX E

Questions for Less Anxious Students

Dear student, after viewing the video of your presentation in Oral Expression class that day, we will address a set of questions to you to recall your memories about your performance. Your responses would certainly be anonymous and of great value and assistance in the data collection and analysis as well.

1. Would you, please, give a short comment about your oral presentation that day?

2. Would you, please, describe your feelings when you gave thatoral presentation?

3. Did you feel satisfied withthat oralperformance?

4. Didyou endureany kind of anxiety while performing that day?

   - If yes, was it low or high?

5. Were you worried about making mistakes while performing that day? Why?

6. Did you feel embarrassed or anxiouswhen the teacher addressedcorrective feedbackto you that dayand interrupted you to correct your mistakes?

7. Was the feeling of your relaxation because?

   -You felt confidentand competent when speaking in front of class

   -It did not bother you to be negatively evaluated by your classmates or your teacher

   -It did not terrify you to be tested

   - You prepared the topic very well

   -You practice English a lot outside the classroom context

8. What type of tests in which you feel more comfortable and at ease to express yourselforally? And why?

   - Role plays (pair or group work)

   - Individual oral presentation (monologues)

APPENDIX F

Teachers' Interview

Dear teachers,

This interview aims at exploring your perspective on learners' anxiety during oral testing. We would be so thankful and grateful for your contribution which would be very crucial and helpful to accomplish the practical part of this piece of study.

1. How long have you been teaching the Oral Expression module?

2. How do you consider your learners' oral performance?

3. Are there any students who are unwilling to talk in your speaking classes?

_would you please say why?

4. Would you please state what does language anxiety mean to you?

5. Do you consider anxiety as one of the causes of your students' withdrawal and unwillingness to speak in classroom?

6. Is anxiety the most affective factor influencing the process of foreign language learning? Or are there any other factors that you consider influencing too?

7. How can you perceive and notice the anxious students in your speaking classes? Would you, please state some signs and symptoms that exhibit and unveil learners' anxiety in classroom?

8. According to you, what are the factors that may provoke and boost the feeling of anxiety among learners?

9. Do you agree that testing is the main anxiety-provoking factor?

   - Would you, please, explain why?

10. What type of tests do you usually use to test your students' oral performance?

   -Would you, please, explain why?

11. Do you agree that oral tests would be less anxiety-provoking if they were not individual (plays, dialogues…)?

12. Do you think that language anxiety is a negative affective factor that prevents learners from performing well in oral tests?

- Would you please explain how?

13. Do you think that learners will perform better if they know that their performance is not going to be evaluated and tested?

 14. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

APPENDIX G

Transcription of teachers' interview

Teacher 1

1. How long have you been teaching the Oral Expression module?

  Actually it like three years of experience now; I start teaching at the CEIL department three years ago and it is my second year here in the English department.

2. How do you consider your learners' oral performance?

    Well actually it depends most of students nowadays are really good when it comes to speaking I don't know if it is has to do with watching TV or being previous learner of English in private schools because it like phenomena that emerged.

3. Are there any students who are unwilling to talk in your speaking classes?

Certainly there are there like a lot of students.

 _would you please say why?

    I keep asking them the question why what is the problem is there something I can do, is there anything stopping you, holding you from speaking freely inside the classroom and mostly their answers is because shyness or anxiety or being afraid of other students' reaction to the mistakes they going to do, I think they lack self confidence. I think this is the problem with most of the students.

4. Would you please state what does language anxiety mean to you?

    Language anxiety for me, is like a hurdle in front of the students, if for example he is walking and something is stopping him from moving on it like barrier a hurdle something which is like rock in his way, he cannot move forwards.

5. Is anxiety the most affective factor influencing the process of foreign language learning?

Yes it is. Actually as I have told before anxiety, shyness, low self confidence, these are the main factors affecting students' oral proficiency

6. How can you perceive and notice the anxious students in your speaking classes? Would you, please state some signs and symptoms that exhibit and unveil learners' anxiety in classroom?

Actually it shows in their behaviour for example when I ask them to answer some questions there are students who tend to lower their heads or look away, or if I talk to them if I pointed to that person their faces became red, and they start shacking in their shoes it happens a lot in most of the time.

7. Do you agree that testing is the main anxiety-provoking factor?

I guess so. Yes I think it is.

- Would you, please, explain why?

Because whenever you mention the word" test" they start panicking and wave of voices and noise start happening in classroom. They start giving excuses like not being prepared and asking to postpone the test.

10. What type of tests do you usually use to test your students' oral performance?

-Would you, please, explain why?

Well it depends sometime we ask questions, sometimes it a sort of casual conversation.

11. Do you agree that oral tests would be less anxiety-provoking if they were not individual (plays, dialogues…)?

Well, actually it has to do more with preparation because if they are prepared well they will do well but when it comes to question under spot this is where they really face problems. Some students do well in individual works than group work.

13. Do you think that learners will perform better if they know that their performance is not going to be evaluated and tested?

Yes, I do agree with this point, actually not for all students, because some students get motivated when see challenge this is the case of good students or let's not say the word good and bad let's say for active learners; for active learners it is good being challenged push them to work .

14. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

The teacher plays a huge role when it comes to reducing their students' anxiety through: Actually, the teacher plays a huge role when it is come to reducing their learners' anxiety, the first they this year when I came to this lab I talk to them and I told them that this the first session with oral expression and this your second year and as matter of fact oral speaking and oral proficiency is an important thing to develop your language, I told them this is not our language and you are aiming to learn a foreign language, I told them image an American or British person came here and star speaking Arabic ,how that look like so they start laughing and they said that he would never speak Arabic the way we do, I told them it is the same case for us when learning English I am not saying that it is impossible to develop a native like accent or to speak in more confident and a free way but still there is no shame in being a learner. Three or four sessions after I kept motivating students and encouraging them, and I never allow them to laugh at a student while presenting or while doing an activity.

Teacher 2

1. How long have you been teaching the Oral Expression module?

Just one year.

2. How do you consider your learners' oral performance?

    At the beginning, they were weak but at the end year their performances I think became

better

3. Are there any students who are unwilling to talk in your speaking classes?

Yes there are especially in one group. In group eight they don't want to talk.

 _would you please say why?

    I ask them about the reason why and have said because of stress because of anxiety

okay, and we have decide to devote one session to talk about stress and the solutions that we

may find but still there they have some difficulty.

4. Would you please state what does language anxiety mean to you?

    Anxiety for me is to feel afraid of saying something, to start shaking without reason, to

feel stressful and because of these feelings of being stressed you feel like you are losing

words, and you are shy may be because you are shy and I think that anxiety is the results of

many other causes like shyness like lack of confidence and of course the character of the

person; the personality there are persons who are not capable to speak in front of the group.

5. Is anxiety the most affective factor influencing the process of foreign language learning?

Or are there any other factors that you consider influencing too?

   Of course, the lack of vocabulary, the lack grammar rules, application of grammar rules

and if they know the rule they have the difficulty in applying these rules and I think the most

affective one is the lack of vocabulary.

6. How can you perceive and notice the anxious students in your speaking classes? Would you, please state some signs and symptoms that exhibit and unveil learners' anxiety in classroom?

They start making like this... (hand gesture), Shaking, facial expressions and body expressions, they start moving their heads, looking here and there, trying to look to the roof instead of looking to the persons, they like if they cannot breathe, I think that these are the symptoms .

8. Do you agree that testing is the main anxiety-provoking factor?

Testing it is one. I can say the main factor; they are more anxious during the days of exams but they are also anxious during the whole year.

9. What type of tests do you usually use to test your students' oral performance?

-Would you, please, explain why?

I have tried to make a mixture sometimes presentation sometimes class discussions, role plays.

10. Do you agree that oral tests would be less anxiety-provoking if they were not individual (plays, dialogues…)?

Yes, if he is in individual work, they are more anxious but if it is a role play when I say role meaning it is a group work for example to perform play, they write play and try perform it they become less anxious.

11. Do you think that language anxiety is a negative affective factor that prevents learners from performing well in oral tests?

It depends on the anxiety of the person if the anxiety is too big, I mean if they are so so anxious in this case we say that it prevents from their development.

-    so you agree that anxiety has a positive aspect?

Yes if it is a little bit it is encouraging; if they are a bit anxious for example this motivates them make them prepare more make them let say try to test whether their pronunciation is good or not correct or not but if it is too much it is damaging.

12. Do you think that learners will perform better if they know that their performance is not going to be evaluated and tested?

Oh yes, sure.

 13. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

I think that teachers should stop humiliate his students because they do not perform well so they start saying you are not good students you should not be here and all these staff and second thing I think they should try to be friends not too close but with a limit they try to be friends with their students to the point that students will feel at ease in class and start speaking even if making some mistakes and I think also too much feedback is damaging each time stops students and say you made this mistakes, you made that mistakes it rises their anxiety we should as teachers provide feedback but not too much feedback.

Teacher 3

1. How long have you been teaching the Oral Expression module?

    I have been teaching the oral expression module for three years.

2. How do you consider your learners' oral performance?

    It differs from one learner to another, we have some excellent students who are really really good speakers and fluent speakers and we have some weak students who are unable to produce correct utterances ok even they are unable to produce very simple sentences and they have real problems with pronunciation and they have very poor vocabulary so it depends from one learner to another and from one year to another.

3. Are there any students who are unwilling to talk in your speaking classes?

    Yes we have few students who are unwilling to talk and unwilling to participate or take part in debates and discussions

 _would you please say why?

    According to my experience, the major causes of this factor i.e. unwilling to talk and participates is generally because they are shy and because of anxiety and because generally they are afraid of making mistakes and also because of their friends reactions being object of fun or feeling ridiculous or they especially being afraid of being corrected by their friends and teacher as well

4. Would you please state what does language anxiety mean to you?

    Anxiety is a phenomenon simply it can take place in the class and outside, it phenomena that is frequent in EFL classes and as for as the Algerian context or as far as we concerned here in Algeria it is frequent because learner don not have self confidence and because there are factor that hinders them from being at ease and from expressing themselves.

5. Is anxiety the most affective factor influencing the process of foreign language learning? Or are there any other factors that you consider influencing too?

Well, anxiety is one of the major or the most important factors influencing FL learning along with other factors.

6. How can you perceive and notice the anxious students in your speaking classes? Would you, please state some signs and symptoms that exhibit and unveil learners' anxiety in classroom?

They are unwilling to talk and when you ask questions they answer briefly, they don't participate and when there is a group or pair work they don't really take part in this group work and the debate they are all the time seating alone and they are very shy there is no eye contact with the teacher they avoid being in contact with the teacher and friends.

9. Do you agree that testing is the main anxiety-provoking factor?

Being tested is one of the major factors that trigger this anxiety especially when it is related to a mark and passing and failing.

10. What type of tests do you usually use to test your students' oral performance?

-Would you, please, explain why?

During the oral expression we generally have two types of tests listening or speaking in listening students are given an audio or video they listen to it so many times and later on they ask questions generally the questions are true /false or just filling in the blanks but as far as the speaking test is concerned learners are given various topics or so many topics and they are asked to choose one of these topics they are given from three to five minutes to talk about the topic the teacher.

11. Do you agree that oral tests would be less anxiety-provoking if they were not individual (plays, dialogues…)?

Well it is a good because when the learner is alone with the teacher, he will feel really anxious and when having a role play or play or dialogue or whatever learners are going to

help each other and we will have lovely atmosphere and a company, learners are going to help each and going to influence positively each other.

14. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

The teacher of oral expression can help to reduce anxiety of learners through many measures mainly through getting those shy and anxious learners to participate in pair works in group works by not correcting them a lot each time and through praising them from time to time through trying to help them indirectly and talking to them privately what's wrong with you why don't you participate what are the major obstacles do you have, talking about the problems raising their awareness over the issue ,telling them there something wrong with you, you must participate but I really really focused on the importance of pair and group work so working with peers will help to overcome this anxiety a cooperative work will help them, and try to make them motivate and participate in class. As well as raising students' motivation by bringing interesting topics to be discussed in classroom.

Teacher 4

1. How long have you been teaching the Oral Expression module?

   I think I have been teaching for seven year.

2. How do you consider your learners' oral performance?

   Well, let suppose, let say that it is just average or less than average.

3. Are there any students who are unwilling to talk in your speaking classes?

Yes there are.

_would you please say why?

   Many students tend not speak because of many reasons among which we have may lack

of confidence, shyness, low level it may be also that the subject itself it is not interesting for

them and then may the teacher sometimes is not interesting and then can be they may be

linguistically weak and say incapable and thus they result to silent

4. Would you please state what does language anxiety mean to you?

   For me it when students feel unable to speak or stock because of pressure the latter is the

result of students' feeling unable to achieve a given task which will result in language anxiety

i.e. inability of not being able to speak.

5. Is anxiety the most affective factor influencing the process of foreign language learning?

Or are there any other factors that you consider influencing too?

   It is one of the most influential factors but it is not the only we mentioned some of the

other factors before.

6. How can you perceive and notice the anxious students in your speaking classes? Would

you, please state some signs and symptoms that exhibit and unveil learners' anxiety in

classroom?

   It is generally when students are bowing their heads, you understand that they don't want

to answer, something else, they may pretend of thinking about something else I mean when

you ask a question they think of something else it means they don't want to answer they are reticence or reticent to answer, they may seem scared or frightened ok this is one sign which may show you that they are really anxious and then some may even ask to go out they may say would please let me go because I don't feel well.

7. According to you, what are the factors that may provoke and boost the feeling of anxiety among learners?

Fear, lack of confidence, the lack of information in the subject matter it can be one element, the teacher' attitude towards his students; he may stiff and rigid and they may be unwilling to learn with him.

9. Do you agree that testing is the main anxiety-provoking factor?

Yes, I do agree

10. What type of tests do you usually use to test your students' oral performance?

They vary from free topics to listening to some scripts to role plays, real plays and oral presentation but I generally give them free topics

-Would you, please, explain why?

Well I give them generally free topics because, I don't have a specific purpose but it just to measure their readiness in oral expression.

11. Do you agree that oral tests would be less anxiety-provoking if they were not individual (plays, dialogues…)?

I do and that's why group and pair work has to be encouraged in oral expression students feel more secure and confident when they work with each other.

12. Do you think that language anxiety is a negative affective factor that prevents learners from performing well in oral tests?

I do think so because facing an audience is not easy because it generates fears and anxiety of not being able to perform well to fail and then to be laughed at.

13. Do you think that learners will perform better if they know that their performance is not going to be evaluated and tested?

Sure, tests are really anxiety provoking factors because they are just the barrier which stands in students' way to success that why students are anxious each time they pass an exam.

14. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

I think it has to be through group work and pair work such as role plays, discussions, real plays and dialogues it is one way to reduce anxiety.

Teacher 5

1. How long have you been teaching the Oral Expression module?

   I have been teaching the oral expression module for three years.

2. How do you consider your learners' oral performance?

   Well some of them are excellent but the majority I can say that they are bellow the required criteria, below the average.

3. Are there any students who are unwilling to talk in your speaking classes?

   I am afraid to say that they form the majority of the students.

_would you please say why?

   As regard the causes I think that the level of proficiency is the primary cause of their inhibition to talk also I may say that the fact the groups are heterogeneous, students do not have the same level despite the fact they study at the same year at the university but their level is not the same especially in oral expression may be their level is very close to each other in other modules but in oral expression specially there are students who are excellent can be classified as very advance students but the majority line behind.

4. Would you please state what does language anxiety mean to you?

   There is anxiety that can be caused by many factors but as far as language learning is concerned

5. Is anxiety the most affective factor influencing the process of foreign language learning? Or are there any other factors that you consider influencing too?

   Obviously, anxiety is one of these outstanding factors but there are many other psychological factors these are well referenced in the literature among which we may find motivation, personality for example I think another factor related to anxiety is that region especially the local culture is responsible to a certain extent it is not the sole cause because here I think timidity is a general treat among students so the students are not risk takers

because they were cultured to certain mode of behaviour that prises encourages timidity and shyness.

6. How can you perceive and notice the anxious students in your speaking classes? Would you, please state some signs and symptoms that exhibit and unveil learners' anxiety in classroom?

I don't think that I have develop a profile detailed and explicit profile type that enables me to tell but there are general symptoms that teachers are generally aware of like they don't want to be on spot, ask for more time, not willing to present first, they come up with excuses just to postponed their presentation, one student this year lost conscious while she presenting because she was very anxious and afraid to present.

7. Do you agree that testing is the main anxiety-provoking factor?

I think it is, when we talk about testing we are talking about exams and I think it is much before this even within classes; normal classes so just evaluation, evaluative responses from the part of the teacher or mates can lead these people who are prone to anxiety experience the symptoms of anxiety. Evaluative behaviours and attitudes, students are afraid of being evaluated that is why they prefer to stay in the safe side and not to speak and when in testing they are obliged to speak maybe this the only difference between class and test they are obliged to speak to get a pass and so they demonstrates anxiety symptoms maybe more than in classroom.

10. What type of tests do you usually use to test your students' oral performance?

As I have said normally there should be a balance between testing listening comprehension and speaking ability but as far as we are concerned with speaking ability, there are variety of tasks that a teacher can use in order to evaluate student but the prevailing practice is to ask student the day of the exam to improvise just talking on certain topics.

11. Do you agree that oral tests would be less anxiety-provoking if they were not individual (plays, dialogues…)?

Yes, I agree with you. When there is participation more than one speaker maybe this will blur up the differences between and maybe so involvement that the learner will forget about his anxiety for a while but I don't think that these tasks are panacea for anxiety because anxiety will always be there for those who are prone to it and for those who are not well prepared for the course.

12. Do you think that language anxiety is a negative affective factor that prevents learners from performing well in oral tests?

Yes this is the irony of sort, if you feel that you have not acquire the right level you feel anxious and not confident enough of your capacities and vice versa when you feel anxious this worsen your situation and prevent you to demonstrate your right level.

13. Do you think that learners will perform better if they know that their performance is not going to be evaluated and tested?

14. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

The solution I think lies in the fact that we tell the students the truth about their level at each time and strive to improve their proficiency right from the beginning and so maybe the use of standardized tests will be a good solution for this because those are reliable and valid compare with those improvise by teachers and will enable the teacher to diagnose adequately the actual level of students so instead of giving him a good mark and allowing him to pass we should teach him well, improve his level so that when the student moves to higher level ,he finds that he got the right level and can do the task easily and the groups are homogenous and like this we will lessen very much the causes of anxiety.

Teacher 6

1. How long have you been teaching the Oral Expression module?

    I have been teaching oral expression for 9 years.

2. How do you consider your learners' oral performance?

    Range between poor and average, with few exceptions where we have excellent students.

3. Are there any students who are unwilling to talk in your speaking classes?

Of course, reluctant to participate in class

_would you please say why?

    No prior experience with speaking activities because most teaching methods used in middle and high schools tend to be teacher centred and others lack motivation to even learning English because it was not their choice.

4. Would you please state what does language anxiety mean to you?

    Anxiety refers to the nervousness whenever they have to perform under watch of their teachers, usually leading to bad performance.

5. Is anxiety the most affective factor influencing the process of foreign language learning? Or are there any other factors that you consider influencing too?

    I don't think so.

6. How can you perceive and notice the anxious students in your speaking classes? Would you, please state some signs and symptoms that exhibit and unveil learners' anxiety in classroom?

    Show on their faces, start speaking with trembling voice and some of them flounder (to speak with a difficulty because they are anxious).

7. According to you, what are the factors that may provoke and boost the feeling of anxiety among learners?

Afraid of making mistakes, thinking that making mistakes leads to the teacher disapproval and mentality inherited from previous learning experience;

9. Do you agree that testing is the main anxiety-provoking factor?

 It is not

10. What type of tests do you usually use to test your students' oral performance?

    -Would you, please, explain why?

It depends; it is usually speaking in spot activity. I also sometimes ask them to use expressions in contexts of their own.

11. Do you agree that oral tests would be less anxiety-provoking if they were not individual (plays, dialogues…)?

Perhaps, they will be less anxious.

12. Do you think that language anxiety is a negative affective factor that prevents learners from performing well in oral tests?

Yes, it does. Anxiety has negative effects on students even excellent ones.

13. Do you think that learners will perform better if they know that their performance is not going to be evaluated and tested?

They hate exams, and tend to perform better under comfortable conditions; where they usually are not being tested.

 14. In your opinion, what can teachers of oral expression module do to reduce language anxiety among their learners during oral tests to improve their achievement?

Make it clear that class is just environment where making mistakes is allowed so that learners start develop fluency quickly.

Don't provide students with too much feedback.