

University of Mohamed Seddik Ben Yahia/ Jijel
Faculty of Letters and Languages
Department of the English Language and Literature

The Effect of Anxiety on Students' Oral Exam Performance

The Case of Third Year License Students at the University of Mohammed
Seddik Ben Yahia-Jijel

Dissertation Submitted in Partial Fulfillment in didactics of the Requirement for the
Master Degree in English Language Sciences

Candidates:

- Miss. Abir MIMECHE

- Miss. Ratiba KIHAL

Supervisor:

Mrs. Sabrina HADJI

Board of Examiners:

Chairperson: Salma BOUHALI University of Mohamed Seddik Ben Yahia-Jijel

Examiner: Asma BENALILECHE University of Mohamed Seddik Ben Yahia-Jijel

Supervisor: Sabrina HADJI University of Mohamed Seddik Ben Yahia-Jijel

Dedications

To my parents, thanks for all their efforts and patience

To my sister Hana

To my brothers: Mouhammed, Houssam, Ali and Hamza

Abir

My deepest thanks go to my parents for their patience

To my sister Warda

To my brothers: Kamel, Mohammed, Mourad, Zaki, Ahcen and Khir Eddine

To my brothers' children: Ritaje and Jawed

Ratiba

Acknowledgements

We would like first to thank our “God” who helped us in accomplishing this work.

We would like to thank our supervisor, Mrs. Hadji Sabrina for her help and guidance.

Our warm thanks are also expressed to the board of examiners for having devoted some of their time to read and comment on this study.

We gratefully thank all the teachers and third year LMD students of the department of English at Mohammed Seddik Ben Yahia/ University Jijel, for their collaboration when dealing with the practical part of this research, special thanks for our teachers and all the staff of the English Department.

We would like also to extend our deep appreciation to our families and friends for their help and support.

Finally, our appreciations go to all those who helped us to complete this research work.

Abstract

This study aims at investigating the effect of anxiety on third year students' oral exam performance at the department of English /university of Mohammed Seddik Ben Yahia. In this research, it is hypothesized that if anxiety increases, students' oral exam performance can be negatively affected. To achieve the research aims of this study the data was collected through two research tools, a questionnaire, an interview and a Foreign Language Classroom Anxiety Scale. The questionnaire was administered to four groups of third year students at the department of English Language at Mohamed Seddik Ben Yahia University-Jijel, making a number of 109 out of 368. It aims at discovering the impact of anxiety on students' oral exam performance. The structured interview was administered to four teachers of oral expression. It aims at interviewing those teachers who are teaching the third year students in the oral session. Moreover, The Foreign Language Classroom Anxiety Scale was directed to the same sample of students. It aims at assessing the degree to which students feel anxious in Foreign Language classroom. The findings indicated that both teachers and students have knowledge about the existence of anxiety and its impact on students' performance in the oral exam. Moreover, there are many causes that increase the students' anxiety in the oral exam which affects their ability to perform well. Based on the results obtained, some pedagogical recommendations were suggested to help both teachers and students to reduce anxiety in EFL classes.

List of Abbreviations and Symbols

CA: Communication Apprehension

EFL: English Foreign Language

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCA: Foreign Language Classroom Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

SL: Second Language

TL: Target Language

%: Percentage

List of Tables

Table 1: Students' Choice in Studying English.....	38
Table 02: Students' Perceptions of their Level in English	39
Table 03: Students' Perceptions of their Motivation in Learning English.....	40
Table 04: Students' Attitudes towards the Oral Class.....	40
Table 05: Students' Opinion about their Feelings during Oral Exams	41
Table 06: Students' Causes of their Anxiety.....	41
Table 07: Students' Perceptions about the Speaking Activities that are tested in Oral Exams.....	42
Table 08: Students' Attitudes toward the Most Anxious Activities.....	43
Table 09: Students' Perceptions about the main Cause of their Failure in Oral Exams.....	44
Table 10: Students' Opinion about the Strategies that they use to Reduce their Anxiety.....	44
Table 11: Teachers' Strategies to Reduce their Students' Anxiety.....	45
Table 12: Numbers and Percentages of Students Selecting Item1	49
Table 13: Numbers and Percentages of Students Selecting Item 2.....	50
Table 14: Numbers and Percentages of Students Selecting Item 3.....	51
Table 15: Numbers and Percentages of Students Selecting Item 4.....	52

Table 16: Students and Percentages of Students Selecting Item 5.....	53
Table 17: Numbers and Percentages of Students Selecting Item 6.....	53
Table 18: Numbers and Percentage of Students Selecting Item 7.....	54
Table 20: Numbers and Percentage of Students Selecting the Item 8.....	55
Table 21: Numbers and Percentages of Students Selecting Item 9.....	55
Table 22: Numbers and Percentages of Students Selecting Item 10.....	56
Table 23: Numbers and Percentages of Students Selecting Item 11.....	57
Table 24: Numbers and Percentages of Students Selecting Item 12.....	57
Table 25: Numbers and Percentages of Students Selecting Item 13.....	58
Table 26: Numbers and Percentages of Students Selecting Item 14.....	59
Table 27: Numbers and Percentages of Students Selecting Item 15.....	60
Table 28: Numbers and Percentages of Students Selecting Item 16.....	60
Table 29: Numbers and Percentages of Students Selecting Item 17.....	61
Table 30: FLCAS Items with Percentages of Students Selecting Each Alternative....	62

Table of Content

General Introduction

1. Background of the Study	1
2. Statement of the Problem	1
3. Aims of the study	2
4. Research Questions	2
5. Hypotheses	2
6. Research Methodology	2
7. Structure of the Study	3

Chapter One: Anxiety and Oral Exam Performance

Section One: The Speaking Skill

Introduction.....	6
1.1.1. The Definition of the Speaking Skill	6
1.1.2.Features of the Speaking Skill	7
1.1.2.1 Fluency.....	7
1.1.2.2 Accuracy.....	8
1.1.2.3 Pronunciation	8
1.1.2.4 Vocabulary.....	9
1.1.2.5 Grammar.....	9
1.1.3 The Importance of the Speaking Skill.....	10
1.1.4 Definition of Oral Exams.....	11

1.1.5 Types of Oral Exams.....	11
1.1.5.1 Free Discussion.....	11
1.1.5.2 Dialogues and Role Play.....	12
1.1.5.3 Storytelling Task.....	12
1.1.5.4 Information Gap activity.....	12
1.1.6 Students' Difficulties in the Speaking Skill.....	13
1.1.6.1 Speech Anxiety.....	13
1.1.6.2 Inhibition.....	13
1.1.6.3 Nothing to Say.....	14
1.1.6.4 Lack of the Vocabulary Income.....	14
1.1.6.5 Lack of the Appropriate Pronunciation Skills.....	14
1.1.6.6 Mother Tongue Use.....	14
Conclusion.....	16

Section Two: The Effects of Anxiety on Students' Oral Performance

1.2.1 Definition of Anxiety.....	19
1.2.2 Types of Anxiety.....	20
1. 2.2.1 Trait Anxiety.....	20
1.2.2.2 State Anxiety.....	21
1. 2.2.3 Situation Specific Anxiety.....	21
1. 2.2.4 Facilitating Versus Debilitating Anxiety.....	22

1.2.3 Definition of Language Anxiety.....	22
1.2.4 Components of Language Anxiety.....	24
1.2.4.1 Communication Apprehension.....	24
1.2.4.2 Test Anxiety.....	25
1.2.4.3 Fear of Negative Evaluation	26
1.2.5 Potential Sources of Language Anxiety.....	27
1.2.5.1 Self Perceptions.....	27
1.2.5.2 Learners' Beliefs about Language Learning.....	28
1.2.5.3 Instructional Beliefs about Language Teaching.....	29
1.2.5.4 The Classroom Procedure.....	29
1. 2.6 The Effects of Anxiety on Students' Oral Performance.....	29
1.2.7 Strategies for Reducing Anxiety in Oral Exam.....	31
1.2.7.1 The Role of Students in Reducing Anxiety.....	32
1.2.7.1.1 Practice and Preparation.....	33
1.2.7.1.2 Self-esteem	34
1.2.7.1.3 Positive Self-talk	34
1.2.8.2 The Role of the Teacher in Reducing Anxiety.....	35
Conclusion.....	37

Chapter Two: Research Methodology and Data Analysis

Introduction	39
2.1. Students' Questionnaire	39
2.1.1 The Sample.....	39
2.1.2. Description of the Students' Questionnaire.....	39
2.1.3. Data Analysis and Aims of the Students' Questionnaire.....	40
2.2. Teachers 'Interview.....	48
2.2.1. The Sample.....	48
2.2.2. Description of teachers' Interview.....	48
2.2. 3. Data Analysis and Aims of the Teachers' Interview.....	48
2.3. Foreign Language Classroom Anxiety Scale.....	50
2.3.1. Sample	50
2.3.2. Description of the scale	50
2.3.3 Data Analysis and Aims of the Foreign Language Classroom Anxiety Scale..	51
2.3.4 Analysis of the Main Results of the Foreign Language Classroom Anxiety	
Scale.....	64
2.3. Discussion of the Main Result.....	65
2.4 Pedagogical Recommendations.....	66
2.5 Limitations of the Study.....	68
Conclusion.	69
General Conclusion.....	70
References.....	72
Appendices	
Resumé	
الملخص	

General Introduction

1. Background of the Study
2. Statement of the Problem
3. Aims of the study
4. Research Questions
5. Hypothesis
6. Research Methodology
7. Structure of the Study

1. Background of the Study

English has become an important language, and the most commonly used language in the world. Speaking English fluently and accurately becomes the ultimate aim of foreign language learners. In order to test learners' speaking proficiency, learners should perform a task which is called "oral exam". It is a formal exam which contains a set of questions prepared in advance by the examiner. Then, the students draw one of the questions at random way or discuss free topic. However, this process may be interrupted by many factors which imply feelings of tension, apprehension and nervousness during the exam.. In addition, among these personal differences, anxiety is regarded one of the most outstanding causes that affect learners' performance negatively.

2. Statement of the Problem

The ultimate goal of learning a foreign language is to be able to speak fluently in the target language. According to some informal discussions with some teachers of oral expression and students of third year at the department of English , at the University of Mohammed Seddik Ben Yahia-Jijel , one of the major problem facing students in oral exams is anxiety. These students fail to pass their oral exam because of anxiety which hinders them to perform well in oral exams.

3. Aims of the Study

The present research aims at investigating the existence of anxiety among third year EFL students in the department of English/ Mohammed Seddik Ben Yahia / Jijel University. Moreover, this study aims at investigating the effect of anxiety on students' oral exam

performance, as well as providing methods and strategies to help students cope with anxiety in order to succeed in their oral exam.

4. Research Questions

This research aims at addressing the following questions:

1. Does anxiety affect third year students` oral exam performance?
2. How does anxiety affect third year students' oral exam performance?
3. Which effects does anxiety have on students oral exam performance ?
4. What are the strategies used by both students and teachers to reduce anxiety in oral exam performance?

5. Hypothesis

Based on the above research questions, it is hypothesized that if anxiety increases, students' oral exam performance can be negatively affected.

6. Research Tools

Two tools of research were used in this study: a questionnaire, an interview and the Foreign Language Classroom Anxiety Scale (FLCAS). The first tool is a questionnaire directed to four groups of third year students, at university of Jijel. The second tool is a teachers' interview while the last tool is the FLCAS. These two tools helped us to get insight of the effect of anxiety on students' oral exam performance.

7. The Structure of the Study

This dissertation consists of two chapters. The first chapter is divided into two sections; the first section will provide a review of literature linked to the concept of speaking skill and its features as well as the speaking activities and the main speaking problems in oral exams. The second section will provide an overview of anxiety including its definitions and

its types. In addition, the main sources of language anxiety and the main effects of anxiety on students' oral performance were described. Finally, this section will provide strategies for reducing anxiety on students' oral performance; however, the second chapter represents the analysis and discussion of the results obtained from the three different tools followed by some pedagogical recommendations to reduce students' anxiety.

Section One: The Speaking Skill

Introduction

1.1.1. The Definition of the Speaking Skill

1.1.2. Features of the Speaking Skill

1.1.2.1 Fluency

1.1.2.2 Accuracy

1.1.2.3 Pronunciation

1.1.2.4 Vocabulary

1.1.2.5 Grammar

1.1.3 The Importance of the Speaking Skill

1.1.4 Definition of Oral Exams

1.1.5 Types of Oral Exams

1.1.5.1 Free Discussion

1.1.5.2 Dialogues and Role Play

1.1.5.3 Storytelling Task

1.1.5.4 Information Gap activity

1.1.6 Students' Difficulties in the Speaking Skill

1.1.6.1 Speech Anxiety

1.1.6.2 Inhibition

1.1.6.3 Nothing to Say

1.1.6.4 Lack of the Vocabulary Income

1.1.6.5 Lack of the Appropriate Pronunciation Skills

1.1.6.6 Mother Tongue Use

Conclusion

Introduction

To speak a foreign language fluently when learning in EFL classroom settings, it is necessary to pay attention to the learner's experience to its four skills: reading, writing, listening and speaking. This chapter takes as its major concern the theoretical part, highlighting some key issues related to the speaking skill, oral exam and anxiety.

1.1.1 Definition of the Speaking Skill

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of contexts” (Chaney, 1998, p.13). Harmer (2001) added that speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for a specific purpose. This means that speaking is the most important skill among the four skills, without speaking there would be no communication. According to Oxford Dictionary of Current English (2009) “Speaking is the action of conveying information or expressing ones' thoughts and feelings in spoken language”.(p.414)

According to Cora and Knight (2000,p. 261) “speaking is the ability to perform and produce the oral language then to use it in the correct context and various situation with other speakers of the same language , and also, to use the correct words and expressions in order to use it in different contexts”. So, speaking is a productive skill of respecting and organizing all elements of language together to produce messages. Similarly, Fulchr (2003, cited in Itkonen, 2010) stated that speaking is “the verbal use of language to communicate with others”(p.23).That is, speaking is the recourse through which people can reflect on their identity and culture.

1.1.2. Features of the Speaking Skill

In the speaking process, there are some features that should be involved in interaction in order to make the speaking process successful by using correct words and expressions. It involved pronunciation, vocabulary, grammar, accuracy and fluency. According to Riggensbach (1998, cited in Itkonen, 2010, p. 63) pronunciation, vocabulary, grammar accuracy and fluency are commonly thought as the principle components of speaking.

1.1.2.1 Fluency

Fluency is the ability to process language speedily and easily. Richard (2006, p.94) defined fluency as “the natural language use which despite limitations in the communicative competence, the speaker engaged in an interaction maintains an understandable and current communication”. As we notice in the teaching and learning process, especially in oral session, if the teacher wants to test students’ fluency, he allows them to express themselves freely without interruption in different contexts. This process of teaching makes students more fluent and more confident in expressing their ideas and their feelings.

1.1.2.2 Accuracy

Accuracy is the most important feature of speaking to test someone’s linguistic ability. According to Scott Thornbury (2000) “to achieve accuracy the learner needs to devote some attention to form”(p. 92). That is, the learner should use correct sentences or words in order to use language correctly without making mistakes. Similarly, Richard (2006) defined accuracy as the creation of correct examples of language use. In the same way, Bryne (1988, cited in Lan, 1994, pp. 1066) stated that “accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language. In other words accuracy refers to the correct use of the grammatical structures, pronunciation, syntax, and meaning of messages that are produced in

the oral production without making mistakes that can influence the interaction between speakers”.

1.1.2.3 Pronunciation

In oral production, the term pronunciation is defined as the way that the sentence is spoken (Harmer, 2009, p.32). Dalton & Seidhorfer (2001) defined pronunciation as the production of significant sounds in two senses; the first one that is pronunciation is the production and the reception of sounds of speech, and the second one is that the acts of speaking relying on the way and the contexts in which sounds are produced. That is, pronunciation is the production of sounds that are pronounced and the way of speaking means the way of using these sounds according to a given context. For Louma, (2003 “Pronunciation is the sound of speech can refer to many elements of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation” (p.11) . Since English is considered as a difficult language in terms of pronunciation, the learner should follow these elements in order to improve his/her pronunciation very well. From this statement, it can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001, p.69)

1.1.2.4 Vocabulary

Vocabulary is considered as the essential feature in second/foreign language by using suitable words and expressions that refer to a given context. That is, speaking a language requires the use of vocabulary that is familiar to everyday conversations in order to convey a message. According to Harmer (2001), “knowing the words’ class makes speakers to produce well-formed utterances” (cited in Kouicem, 2010, p.33).

1.1.2.5 Grammar

The term grammar refers to the correct use of words and sentences in any language. According to (Ellis, 2001), “the grammatical accuracy refers to learners’ ability to use the grammatical structures appropriately”. (Cited in Kouicem, 2010, p.32). That is, the grammatical accuracy depends on the learners’ ability to use suitable sentences by respecting the grammatical rules. Thornbury (2005, p.220) listed the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (coordinate).
- Head + body +tail construction.
- Direct speech forward.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

1.1.3. The Importance of the Speaking Skill

Speakers cannot produce effective and appropriate outcomes until they have been exposed to some specific linguistic competences such as: grammar, pronunciation and vocabulary. McKay stated that (2006) stated that “teaching grammar and vocabulary in isolation which made it difficult if not impossible for teachers and assessors to assess language use ability” (p.48). Speaking has meaning when it enables learners to express themselves and their ideas. When speaking happens, learners express their views; feel confident to speak in front of public.

Fielding (2002) explained that speaking opportunities facilitate a strong sense of membership, respect and learning management (p.3). Speaking is a tool of communication

that transforms ideas (Conrad&Dunek, 2012, p.74).So, speaking is the only tool that makes people communicate to each other and transform their ideas and their opinions. Ranson (2000, p.35) stated that “mastering speaking skill makes the speaker a well-rounded communicator who is a proficient in the four language skills”. That is, such skill provides the speakers with several distinct advantages which let them sharing their ideas with others. The speaking skills are important to achieve the career success. It enhances one’s personal life by giving opportunities for travel, promotion, scholarship, or attends conferences or international meetings.

According to Bygote (1987, cited Inurrtia and vegacely, 2006, p.15) “speaking is a skill which deserves attention as much as the literary skills in both native and foreign language.” The aim of learning a second language is to be able to communicate. Learners of second language should have confidence in their abilities to produce correct utterance. In addition, when learners have not fear of using the second language, in this case they can use this language in contacting with real daily life situation “speaking fluently of course involves speaking easily and appropriately”(Urrutia, Vegacely, 2006,p.15)

1.1.4. Definition of Oral Exams

Oral exams are an academic interview where the students show their knowledge on a particular subject. According to Kitao and kenji (1996, p.2) an oral test can be a source of beneficial result and it may encourage the teaching process. Waterfield and West (2005) stated that oral exam is more comprehensive than the traditional exams. Similarly, Andreason (2005) said that oral exams are more adaptable as the teacher can give another opportunity to answer correctly. Also, oral exams prepare students for future and real-life situations. Singh (2010, p.256) stated that there must be connected between exam and real life situations, and oral exams enable the learner to distinguish with.

1.1.5 Types of Oral Exams

There are many techniques which can be used to test speaking ability. Thornbury (2005, p.125-126) indicated the most commonly used test types as follows:

1.1.5.1 Free Discussion

In free discussion, students are giving their opinion. They can speak freely without control. The teacher gives their students enough time to structure what they want to say. Thornbury (2005, p.73) stated that most of the teachers agree that the best discussion is the one that arises naturally as when they are asked to speak about something personal.

1.1.5.2 Dialogues and Role Plays

In dialogues activity, students start first performing simple dialogues in pairs or groups. Then, they move to complex ones. The teacher chooses the setting and roles to be performed, but the language is used by students' choice. Role plays has an important role in developing students' speaking skill. That is, role play activity allows students to speak freely what they want to say. In other words, learners apply real situations in role play which involves dialogues; gestures that make them speak in the target language.

1.1.5.3 Storytelling Task

Thornbury (2005, p.95) stated that "storytelling is a universal function of language and one of the main ingredients of casual conversation". In storytelling activity, students may tell about themselves, their friends or families, they may also tell about their experiences, books they read, or a place they visited. Their classmates would ask them different questions to know more about what happened.

1.1.5.4 Information Gap

Information gap is the classic gap exploited by the communicative approach. Bakshi (2009) defined it as “ a situation where one person knows something which other does not” (p.2). So, this activity has many advantages; students are required to exchange the information and negotiating meaning with each other will play a good part when they interact to each other. Therefore, students are excited to know each other’s information; this motivates them to speak English.

1.1.6 Students’ Speaking Difficulties

The main goal to learn a foreign language is to be able to use it. Some learners have their personal difficulties in learning a language. The followings are the problems that are encountered by learners who are practicing the speaking skill (Munjayanah, 2004, p.17)

1.1.6.1 Speech Anxiety

Speech anxiety is a normal and natural reaction that everyone can experience when speaking in public. Teacher can easily deal with anxiety by telling he/her students that anxiety is a normal behaviour in order to encourage them to do their oral presentation without any fear.

1.1.6.2 Inhibition

Learners are often inhibited about trying to say a word in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts. This problem reveals more when learners try to participate in the classroom but many factors hinder them to do so. Littlewood (1999, p.93) argued that “it is too easy for a foreign language classroom to create inhibition and anxiety.” Such factors refer to the feeling of

shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority.

1.1.6.3 Nothing to Say

The common expressions SL Learners use when they are imposed to participate in a given topic is “I have nothing to talk about”, “I don’t know”, “no comment” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about.

1.1.6.4 Lack of Vocabulary Income

A Lack of vocabulary items is recognized by past researchers such as (Horwitz et al., 1986; MacIntyre & Gardner, 1991) and by the results of this study as an attributable factor to foreign language classroom anxiety. The relationship between anxiety and lack of vocabulary appears to be mutual. To explain, Horwitz et al. (1986) indicated that feelings of anxiety appear in the classroom when students forget the previous vocabulary items that they learned while they are asked by teachers to perform speaking tasks such as pair work.

1.1.6.5 Lack of the Appropriate Pronunciation Skills

The nonexistence of appropriate pronunciation skills inside the classroom is a big predictor of nervousness in English lessons. This point of view concord with the fact that the speaking skill is the most anxious experience. (MacIntyre & Gardner, 1991). The last view implies that students also have the same difficulties that they have in speaking since it includes accurate pronunciation of words to extract speech. Also, if students have a sense of control on their articulation, this will guarantee them to speak effectively and communicate in the foreign language.

1.1.6.6 Mother Tongue use

Second language students using of the same mother tongue tend to use their native language outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker & Westrup (2003, p. 12), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

Conclusion

Oral exams are a very difficult test to do especially with the involvement of anxiety as a debilitating factor that hinders students’ development of their oral abilities. This section deals with the description of speaking skill, its features, its importance and different barriers that hinder students from achieving good scores in oral exams. In addition, it conducts the relationship between anxiety and oral exams.

Section Two: The Effects of Anxiety on Students' Oral Performance

2.1 Definition of Anxiety

2.2 Types of Anxiety

2.2.1 Trait Anxiety

2.2.2 State Anxiety

2.2.3 Situation Specific Anxiety

2.2.4 Facilitating Versus Debilitating

2.3 Definition of Language Anxiety

2.4 Components of Language Anxiety

1.4.1 Communication Apprehension

1.4.2 Test Anxiety

1.4.3 Fear of Negative Evaluation

2.5 Potential Sources of Language Anxiety

2.5.1 Self Perceptions

2.5.2 Learners' Beliefs about Language Learning

2.5.3 Instructional Beliefs about Language Teaching

2.5.4 The Classroom Procedure

2.6 The Effects of Anxiety on Students' Oral Performance

2.7 Strategies for Reducing Anxiety in Oral Exam

2.7.1 The Role of Students in Reducing Anxiety

2.7.1.1 Practice and Preparation

2.7.1.2 Self-Esteem

2.7.1.3 Positive Self-Talk

2.8.2 The Role of the Teacher in Reducing Anxiety

Conclusion

Section two: the Effects of Anxiety on Students' Oral Performance

1.2.1. Definition of Anxiety

Anxiety increases as an environmental threat appears. Opposed to this view, some other researchers as Spielberger (1976) (as cited in Jean, 2007) submitted that anxiety reaction may overshadow the actual threat i.e the emotional reaction is greater than the magnitude of the object danger. According to Hilgard and Atkinso (1971), "Anxiety is commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (cited in Scovel, 1978, p.135). Other psychologists described Anxiety as an abstract psychological state characterized by somatic, emotional, cognitive and behavioral components.

As Scovel (2000) described anxiety, in contrast to these multiple views, non-specialists tend to equate anxiety with fear or phobia. However, anxiety is not only the result of poor language ability. In fact, anxiety may interfere with existing language ability causing a poor language learning and performance. Supporting this view, Macintyre and Gardner (1989) submitted in their evaluation of Horwitz et al's (1986) theory that their own results tend to indicate that anxiety leads to deficits in learning and performance.

According to Hilgard and Atkinson, (1971) (as cited in Macintyre and Gardner, 1992), anxiety is defined as a psychological construct that is described as a state of an object. Spielberger (1983) also defined anxiety as: "the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the automatic nervous system" (as cited in Jean, 2007, p.45).

1.2.2. Types of Anxiety

Anxiety is a phenomenon that has multiple sides and includes different types which are implemented in many environments such as general situations and specific ones. Psychologists such as Horwitz and Young (1991) made a distinction between three types of anxiety which are: trait anxiety, state anxiety and situation specific anxiety.

1.2.2.1. Trait Anxiety

Trait anxiety is a relatively stable characteristic. According to Spielberger (1983) “it refers to a stable predisposition to become nervous in a wide range of situations”(p.90).Also, “Trait anxiety is an individual’s likelihood of becoming anxious in any situation” (Speilberger,1983,p.90), and it is described by Scovel (1978 cited in Ellis , 1994) as “a more permanent predisposition to be anxious” (p.479) , in which individuals are anxious in any situation. To explain , trait anxiety happens with individuals who want to make a positive self presentations with the society such as talking in a formal meeting with highly status characters but fear that they will fail to communicate with them since they suffer from trait anxiety that appear in general situations.

1.2.2.2. State Anxiety

State anxiety is defined as a transient anxiety which is introduced by a particular temporary phenomenon, and as a response to a particular anxiety – provoking stimulus such as an important test.(Spielberger , 1983 cited in Ayding , 2009, p.90). It is an unpleasant feeling which can seriously disturb individuals’ ability to react positively to any situation. According to Spielberger,(1983, p.90), “state anxiety is the apprehension experienced at a particular moment in time” An example of state anxiety is when a student presents an oral conversation

in classroom; this situation may lead the student to be anxious and influences his performance negatively.

1.2.2.3. Situation-Specific Anxiety

Specific anxiety is also another type of anxiety adopted by researchers. It is defined by Ellis (1994) “as a persistent and multi –faceted nature of some anxieties which is aroused by a definite type of situation and time or event”(p.11). An example of situation- specific anxiety is the experienced anxiety during tests; called test anxiety. When anxiety is limited to the language learning situation; it drops into the category of situation specific anxiety.

1.2.2.4. Facilitating Versus Debilitating

Facilitating and debilitating anxieties are defined on the basis of the effects of anxiety on FL learning. Facilitating anxiety, as its name suggests is a kind of anxiety which facilitates the process of learning and improves performance. It does not hinder the preparation for tests or exams .According to Zheng (2008, p.2), facilitating anxiety “occurs when the difficulty level of the task triggers the proper amount of anxiety”. Facilitating anxiety has positive effects on the learning process and the students’ performance in classroom.

Sovel (1975) suggested that language anxiety facilitates students learning and it also keeps students alert. However, Horwitz (1990) found that anxiety is only helpful for simple learning tasks. In this case, anxiety has a positive psychological impact that pushes the learner forwards. Whereby stress can be a good motivator to FL learning, it can also have negative effects which led to the failure in language learning .It refers to debilitating anxiety. This type of anxiety is the most common interpretation of anxiety .It may hinder the process of learning.

1.2.3 Definition of Foreign Language Anxiety

In terms of definition, several researchers have offered definitions of foreign language anxiety (FLA). Clement (1980) defined foreign language anxiety as a complex construct that deals with learners' psychology in terms of their feelings, self-esteem, and self-confidence. Emphasizing the distinctive feature of FLA, Young (1992) defined it as a complicated psychological phenomenon peculiar to language learning. More specifically, MacIntyre and Gardner (1994b) defined FLA 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 (MacIntyre, 1999). Similarly, Zhang (2001) defined anxiety as the psychological tension that the learner goes through in performing a learning task. These definitions, in fact, are built around the claim made by Horwitz, Horwitz and Cope (1986) that FLA is "a phenomenon related to but distinguishable from other specific anxieties" (p. 129).

In the study of classroom anxiety, many students who have experienced learning a foreign language are highly anxious and stressful because learners are participating in speaking activities. Price (1991) also claimed that oral presentations are the greatest source of classroom anxiety. Similarly, MacIntyre et al. (1998) defined this phenomenon as willingness to communicate or as learner's "readiness to enter into discourse at a particular time with specific person or persons, using L2" (p.82). The seminal work of Horwitz, Horwitz, and Cope has provided the most commonly accepted definition of FLA. They conceptualize FLA as a unique type of anxiety specific to foreign language learning, defining it as "a distinct complex of self-perceptions, beliefs, feeling, and behaviors related to classroom language learning process" (Horwitz, & Cope, 1986, p.31). Also FLA has been defined as « the feeling of tension and apprehension specifically with second language contexts, including speaking, listening, and learning » (MacIntyre & Gardner, 1994, p. 284).

However, the recent studies did not define clearly the construct of anxiety, “neither adequately defined foreign language anxiety nor described its specific effects on foreign language learning” (Horwitz et al, 1986. P. 28). To recognize language anxiety in a broader context of research on anxiety, MacIntyre (1998) observed that language anxiety is a form of situation-specific anxiety, and research on language anxiety should employ measures of anxiety experienced in particular second/foreign language contexts. He conceived the FLA as “the worry and negative emotional reaction aroused when learning or using a second language” (p.27).

1.2.4. Components of Foreign Language Anxiety

FLA is considered as a form of situation-specific anxiety (Horwitz et al. 1986 MacIntyre and Gardner 1991a; MacIntyre 1995; Bailey et al. 1999; MacIntyre 1999; Aydin 2008). For example, Gardner and MacIntyre (1993a) included "situational (or Language) Anxiety" among various individual differences which affects achievement in learning a second language. Language anxiety integrates three related components of anxiety: (1) communication apprehension; (2) test anxiety; and (3) fear of negative evaluation.

1.2.4.1 Communication Apprehension

Communication apprehension (CA) is considered as an important component of the process of learning a foreign language. Horwitz, Horwitz, and Cope (1986) have stated that communicative apprehension is as “a type of shyness characterized by fear or anxiety about communicating with people..., the special communication apprehension derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood.” (pp. 127-128).

McCroskey’s assumption of CA is as “an individuals’ level of fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977, p.78 Cited in Byrene, 1997, p.1).

Communication apprehension is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1984 cited in Barraclough et al., 1988, pp.103-119). In addition FLA is also associated with communication apprehension, which is part of the general kinds of situational anxieties related to oral expression and interpersonal communication (Horwitz et al. 1986; MacIntyre and Gardner 1989; Sparks and Ganschow 1991; Argaman and Abu-Rabia 2002).

1.2.4.2 Test anxiety

Test anxiety is the second component of FLA. Test anxiety is "the set of phenomenological, psychological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situations" (Chapell, Blanding, Takahashi, Silverstein, Newman, Gubi, & McCann, 2005, p. 268). Sansgiry and Sail (2006) defined test anxiety as the "reaction to stimuli that are associated with an individual's experience of testing or evaluative situations" (p. 1). Kirkland and Hollandsworth (1980) defined test anxiety as "a constellation of behaviors that have a debilitating effect on academic performance" (p. 431). As we see from Zeidner's statement, test anxiety is strongly related to failure consequences. This connection can be noticed even in (Sarason, 1990) who state that when not in an evaluational situation, or anticipating one, the highly test anxious individual may not worry about possibilities of failure, embarrassment and social rejection.

According to Horwitz and Cope (1986), anxiety refers to a type of performance anxiety stemming from a fear of failure" (p. 127). It is a physiological condition in which learners feel exaggerated and uncomfortable during or before taking a test. In addition, according to Horwitz & Young test anxiety is an affective variable that holds negative correlations with language learning process. It is bound with apprehension, fear, unreleased feelings towards

academic evaluation, being evaluated by grades, which is built on the concern of failure (Horwitz & Young, 1991 cited in Aydin, 2009, p.129).

Literature on test anxiety shows that some of the factors that influence students' reactions to test are related to test validity, time limit, test techniques, test format, length, testing environment and clarity of tests instructions (Young, 1999). Also Hill and Wigfield (1984) reported that "anxiety and achievement share significant variance, so high test-anxious individuals have an increased likelihood to perform poorly if a task is to be evaluated" (p.105).

It is important to mention Zeidner's (1998) view of the problem of test anxiety. He is of the opinion that the state of test anxiety cannot be explained away by lack of work or exam performance, for conscientious and highly motivated students also suffers from its debilitating impact. He stated that academic performance depends on the information processing routines that directly control learning and comprehension of classroom material, such as focused attention, working memory and long term memory retrieval, processes that may be biased by personality factors such as test anxiety

1.2.4.3. Fear of Negative Evaluation

Fear of negative evaluation is the third component of FLA. Horwitz et al. (1986) defined it as "apprehension about other's evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 128). In light of performance evaluation is an ongoing features of most foreign language classes. In addition Horwitz et al. (ibid) suggested that students' fear of negative evaluation is provoked by the nature of the FL classroom where students' performances are continuously evaluated by the teacher and "students may also be acutely sensitive to the evaluations - real or imagined - of their peers" (p.128). According to Horwitz, Horwitz & Cope (1986) "fear of negative evaluation is broader in scope because it is not limited to test-taking situations; rather, it may occur in any

social, evaluative situation such as interviewing for a job or speaking in foreign language class.” (p.128). In the language classroom, fear of negative evaluation is likely to be manifested in a student’s over concern with academic and personal evaluation of his or her performance and competence in the target language (MacIntyre & Gardner, 1988).

1.2.5 Sources of Foreign Language Anxiety

1.2.5.1 Self Perceptions

A self perception is considered as the most affecting aspects of any human behavior. According to Brown (2000) “there is no successful cognitive or affective activity without some degree of self-confident knowledge of oneself, and belief in one’s own capacities for that capacity”. Similarly, for Laine a self perception is “the totality of individual’s thoughts, perceptions, beliefs, attitudes and values having references to himself as object” (Laine, 1987, p. 15). This self concepts forms the basis of the distinction, made by Horwitz et al. (1986, p. 128). Self perception has been found to be strongly linked with language anxiety. According to Krashen (1980, p. 15, cited in Young, 1991, p. 427) “the more I think about self- esteem, the more impressed I am about its impact” and this is what caused anxiety to a lot of people. In this regard, Horwitz (1986, p. 129) said that “individuals who have the high levels of self-esteem are less likely to be anxious than are those with low self-esteem”

1.2.5.2. Learners’ Beliefs about Language Learning

In language learning, learners may generate some particular beliefs about language learning and its use. Horwitz (1986, p.127) suggested that certain beliefs about language also provide to the student’s tension and frustration in the class. For example, the following is such reported beliefs about learners. “I can’t learn a foreign language: learners think that learning foreign language needs only grammar rules to be able to use language appropriately.

Such beliefs influence the ultimate achievement and performance in the target language.

According to Horwitz (1999) it is likely that language learner beliefs have the potential to affect their learning experiences as well actions. Some beliefs are influenced by learners' previous experiences which may be positive or negative. The negative learning experience might lead learners to accept unrealistic conceptions about language learning. Some of these conceptions are noted by Horwitz (1988, cited in Ohata, 2005, p.138) such as: some students believe accuracy must be sought before saying anything in foreign language, others believe that it is not ok to guess an unfamiliar second/foreign language word. Some hold that language learning is basically an act of translating from English or any foreign /second language. Similarly, Gynan (1989, cited in Onwuegbuzie et al.1999) reported that learners believe that pronunciation is the most important feature in the language learning.

1.2.5.3 Instructional Beliefs about Language Teaching

Instructional beliefs about language teaching have been found as a source of foreign language anxiety because the style of teaching is different from one instructor to another. This can have an impact on learners.

Some researchers (Koch and Terrel, Horwitz, 1986, 1988, and Young, 1990, cited in Young, 1991, p. 429) reported that students realize that some error corrections are necessary but they report anxiety over responding incorrectly and looking or sounding stupid. That is, how errors are corrected, this is the most important thing that the learners need in this process: These beliefs have been found to contribute to learner's language anxiety.

1.2.5.4. The Classroom Procedure

There are different activities in the classroom procedure; especially those that make students speak in the foreign language in front of the whole class. These activities are the most provoking sources of anxiety. According to (Young 1990; Palacios, 1998), classroom

contains different activities among them are: a) speaking in front of the whole class ; b) oral presentation; c) role play; d) writing on the board.

1.2.6. The Effects of Anxiety on Students' Oral Performance

Anxiety is one of the largely studied issues in foreign language learning. Ellis (2003,p.183) tried to study primarily the relation between language anxiety and the learners' performance as well as their achievement, and to obtain a full understanding of foreign language anxiety, it is very important to know how FLA influences learners.

Many students who have experienced learning a FL have expressed how stressful was to be in classroom as it provoked anxiety (Horwitz et al, 1986, Price, 1991,p.128).When learners experience anxiety, they may skip classes, never volunteer, avoid speaking in class, or sit in the back of the classroom to minimize the humiliation or embracement of being called upon to speak (Horwitz et al,1986; Phillips, 1991, p.175).That is, language anxiety affects learners in a negative way which leads them to lose their hope to learn inside the classroom. Horwitz (2001,p.112) confirmed that there is “ a consistent moderate negative relationship between anxiety and achievement”. It means that there is a compatible relation between anxiety and achievement, if there is anxiety, the achievement will not be existed. The gap between what learners can do in their native language and FL leads to “reticence, self-consciousness, fear, or even panic”(Horwitz et al.,1986,p.128)

Also, anxiety affects learners' personality that can be explained by their various experiences (Kayaogla& Saglamel, 2013, p.145). According to Ayres and Hopf(1993), “speaking is closer to what psychologists and psychiatrists refer to as a phobia rather than a free-floating anxiety”(as cited in Naghadel, 2013, p.71). That is, according to some psychologists, speaking concludes as a phobia rather than unfixable anxiety. To identify the effects of language anxiety on learners' personality, Horwitz et al(1986,p.129) stated that some “psycho-physiological symptoms” are related to anxiety. Learners may suffer from

“tenseness, trembling, perspiring, palpitations” due to language anxiety. Also, Andrade and Williams (2009, p.4) added that when language anxiety affects learners, they may suffer from muscle tension, dry mouth, and excessive perspiration and some psychological symptoms like: embarrassment, feeling of helplessness, fear, going blank. According to Horwitz et al.(1986,p.126), anxious learners become extremely anxious they may suffer from different psychological and physiological problems.

Many researchers have shown that students’ performance in FL is negatively correlated with language anxiety (Dornyei, 2005; MacIntyre& Gardner, 1929; Phillips, 1992, et al). Dornyei(2005) asserted that debilitating anxiety affects cognition components such as working memory. Learners with high anxiety tend to lose their focus because debilitating anxiety hinders learners’ retention of linguistic knowledge. Therefore, Phillips (1992, p.20) suggested that language teachers create relaxing classroom environments which “allow students to concentrate more fully on communication rather than being distracted by self-deprecating worry and fear of evaluation”

To analyze the relationship between language anxiety and oral test performance, Phillips (1992, p.17) found that “students who expressed more foreign language anxiety tended to receive lower exam grades than their less anxious students”. He concluded that anxiety affects language learning because “their affective reactions and attitudes are likely to influence their decision to continue studying in a Foreign Language” (p.20)

Comparing between the performance of the students and their anxiety level, Ganschow, Spark, Anderson, Skinner and Patton, (1994) pointed that learners with higher anxiety level may have “poorer language skills and foreign language aptitude than less anxious students” (p.51). Ganschow, Spark, Anderson, Skinner, and Patton (1994) gave students oral tests in both of their First Language and FL. The results of the oral exam show

that students with higher anxiety got similar scores to students with lower anxiety in their First Language, learners with higher anxiety scored less than students with lower anxiety in the Second Language. In addition to that, learners with higher anxiety received lower scores on aptitude tests while less anxious students performed well on it. These researchers proved that language anxiety has effects on students' oral performance.

1.2.7. Strategies for Reducing Anxiety on Students' Oral Exam

Since the 1970s, researchers have focused their attention on the field of foreign language learning-teaching and the effect of affective variables, such as motivation, self-confidence and anxiety. In this line, Arnold (2000, p, 2) gave two main reasons to emphasize the importance of understanding the role of affective factors in language learning: (1) "attention to affective aspects can lead to more effective language learning"; (2) attention to affective aspects can contribute to the whole-person development, which is "beyond language teaching and even beyond what has traditionally been considered the academic realm." Learning strategies are "actions chosen by students that are intended to facilitate learning" (Bailey et al, 1999, p.65). Learners with good learning strategies may be more motivated and less anxious in learning FL (Warr & Downing, 2000). It is very important to mention the effective strategies in order to alleviate its negative effects and helps student to cope with anxiety. Accordingly to, literature findings show that even the teacher, student and the classroom atmosphere play vital role in reducing anxiety.

1.2.7.1. The Role of Student in Reducing their Speech Anxiety

Some of the causes provoking students' anxiety are the followings: (a) "it is catastrophic when things are not the way I would like them to be – that is, I cannot speak this language fluently and that is horrible"; (b) "it is easier to avoid than to face certain of life's difficulties and responsibilities"; and (c) "there is one correct way to handle a particular situation, and if I

don't do it correctly, the outcome will be disastrous" (Foss & Reitzel, 1991, p. 135). Each student fail in his/her exams have one of these negative ideas, and S/He have a vital role in reducing their speech problems and anxiety. Ellis (1994, p. 483) stated that "Learners' affective factors are obviously of crucial importance in accounting for individual differences in learning outcomes. Whereas learners' beliefs about language learning are likely to be fairly stable, their effective states tend to be volatile, affecting not only overall progress but responses to particular learning activities on a day-by-day and even moment-by moment basis".

Furthermore, FLA is considered a rather generalized phenomenon by students and teachers (Aida, 1994; Foss & Retizel, 1991; Lucas, 1984; McCoy, 1979; Powell, 1991; Price, 1991; Spielberger, 1983). Indeed, "several recent approaches to foreign language teaching, such as community language learning and suggestopedia, are explicitly directed at reducing learner anxiety" (Horwitz et al, 1986). Also, teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as the lack of motivation.

Researchers have found that stress and anxiety can be reduced if the person perceives some degree of control over his or her environment (Friedman, Lehrer, & Stevens, 1983). To specify, the learning strategies are "actions chosen by students that are intended to facilitate learning" (Bailey et al, 1999, p.65). Learners with good learning strategies may be more motivated and less anxious in learning foreign language (Warr & Downing, 2000).

In addition, students who participated in the classes with instruction on the three research-based anxiety-reducing strategies experienced positive change in their ability to control anxiety during anxiety-producing situations by using one or more of the strategies. Language learners' learning strategies and styles may affect both their levels of anxiety in foreign language classes and their achievement. It has been shown that motivation and

language anxiety play a crucial role in the use of language learning strategies and styles (MacIntyre & Noels, 1996; Bailey, Dailey & Onwuegbuzie, 1999). These strategies are:

1.2.7.1.1 Practice and Preparation

As a student, there is a responsibility to “promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional programs that are conducive to student learning and staff professional growth” (Council of Chief State School Officers, 1996, p. 14). According to Kanar (2011), “preparation and practice are the keys to feel confident about giving a speech or presentation” (p.293). As a result, practice and preparation are vital and effective ways that help learners to reduce anxiety in their oral exams, because they develop learners’ self-esteem in the speaking skill which can minimize the level of anxiety.

1.2.7.1.2. Self-esteem

The term self- esteem has the same meaning as self-concept. Self-concept is “the totality of individual’s thoughts, perceptions, beliefs, attitudes and values having references to himself as object” (Laine, 1987, p. 15). Krashen (1980. p. 15. cited in Young, 1991.p. 427) suggested “the more I think about self-esteem, the more impressed I am about its impact. This is what causes anxiety to 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”. Individuals who have high levels of self-esteem are less likely to be anxious than are those with low self-esteem (Horwitz et al, 1986, p. 129).

1.2.7.1.3. Positive Self-talk

Self-talk, or communicating silently to yourself, is natural before you speak, while you speak, and even after you speak. Hackfort and Schwenkmezger (1993) defined self-talk as

“a dialogue through which the individual interprets feelings and perceptions, regulates and changes evaluations and convictions, and gives him/herself instructions and reinforcement” (p. 355).

In addition, studies have shown that self-talk influences anxiety and that excessive anxiety interferes with both current behavior and the ability to learn new behaviors (Friedlander, Keller, Peca-Baker, & Olk, 1986). Again, Kendall and Ronan (1997) studied 542 children from ages 7 to 15 who were administered the Negative Affectivity Self-Statement Questionnaire for Children, which assessed self-statements that were associated with anxiety and depression in children and adolescents. The study incorporated the States-of-Mind model which supports the idea that negative self-talk was more influential on increasing levels of anxiety than positive self-talk was on decreasing anxiety. The finding supports the using of positive self-talk as an excellent strategy to reduce anxiety in oral exams. According to Young (1991), positive self-talk is a strategy which anxious students use to help themselves. For example, “I can handle this Just relax. .. Take a deep slow breath and I'll start as I rehearsed it.”(p.431). In addition, Bassett also (1989) asserted that learners have to stop their negative thinking “to begin to replace negative, depressive thoughts and replace with compassionate, respectful, comforting thoughts” (pp.3-1). Whereas, “Anxious students are likely to experience mental block, negative self-talk and ruminate over a poor performance which affects their ability to process information in language learning contexts” (MacIntyre and Gardner (1991 a, p. 87).

1.2.7.2 The Role of the Teacher in Reducing Speech Anxiety

Teachers' beliefs and roles inspired the soul of the research. The teacher is the responsible for reducing the tension of the students inside the classroom, and sometimes they told in the interviews that their roles act as difficulties for the students to get rid of apprehension. Horwitz, Horwitz and Cope (1986) stated that “in general, educators have two

options when dealing with anxious student: (1) they can help them learn to cope with the existing anxiety provoking situation; or (2) they can make the learning context less stressful” (p. 131).

Furthermore, Glochi and Jamali (2011) conducted a study showing that teachers’ verbal humor positively reduces the students’ anxiety. The results reveal that students’ anxiety is reduced with the teacher’s sense of humor and they positively reacts towards teacher’s sense of humor. They stated that “teacher’s verbal humor affects the class atmosphere in positive way and reduces negative barriers and feelings, if it is used properly by the teachers, it can even enhance learning and competence” (p. 190).

In addition, the teacher should follow a communicative methodology through the use of different activities, and play a less authoritative role in the classroom. Accordingly, Ortega (2002, p. 255) provides the following guidelines to minimize the negative effects that anxiety may cause:

1. Instead of taking an authoritative role, the teacher should act as a therapist. Teachers should support the students in the process of overcoming stress, providing them with a less academic and more human and relaxed classroom environment, in which the students will be able to communicate.

2. Avoid the tendency to correct students’ errors all the time, since this can make students fear speaking.

3. Encourage group work to alleviate fear of peer evaluation. It is convenient to group students according to their cognitive level to avoid making them perceive themselves as inferior when communicating with other group members.

4. Conduct presentation activities for students to feel more comfortable.

5. Remove the “surprise effect” as far as possible, and give students time to prepare and understand what they have to do.

Another tool for teacher to cope with anxiety is to create and maintain a friendly, relaxed, and supportive learning environment. Crookall and Oxford (1991) draw from the premise that teachers are a fundamental element in minimizing anxiety, as they have the power to modify traditional language classroom rules and methodologies. Also Crookall and Oxford provide a series of activities designed to “understand and reduce the usual sort of overanxious feelings that sometimes tend to arise in language-learning situations” (1991, p. 145). Gregersen and Horwitz (2002) suggested that “presenting themselves as helpful instructors concerned primarily with promoting student learning, rather than as authority figures concerned primarily with evaluating student performance” will help to foster a more friendly and supportive learning environment (p. 569).

According to Dorneiy (2001), teachers should apply norm of tolerance especially with students' mistakes. They should put into consideration that mistakes are a part of language learning “students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake” (p.41). Furthermore, Encourage learners to personalize the classroom environment according to their taste are also beneficial to minimize anxiety because “classroom is not only a psychological but also a physical environment.” (Ibid.41). finally, games, and music are useful techniques to create a relaxed atmosphere

Conclusion

Learning a foreign language is a stressful situation in which many learners experience anxiety, tension and discomfort in varying degrees. This section has mainly explained the concept of anxiety, its types and causes; in addition, this chapter has explored the most

possible sources of anxiety. Moreover, the main effects behind anxiety on students' oral exam were described. Finally, some strategies for reducing anxiety in oral exam were presented.

Chapter Two: Research Methodology and Data Analysis

Introduction

2.1. The Students' Questionnaire

2.1.1 The Sample

2.1.2. Description and Aims of the Students' Questionnaire

2.1.3. Data Analysis of the Students' Questionnaire

2.2. The Teachers' Interview

2.2.1. The Sample

2.2.2. Description and Aims of the teachers' Interview

2.2. 3. Data Analysis of the Teachers' Interview

2.3. Foreign Language Classroom Anxiety Scale (FLCAS)

2.3.1. The Sample

2.3.2. Description and Aims of the Scale

2.3.3 Data Analysis and Aims of the FLCAS

2.3.4 Analysis of the Main Results of FLCAS

2.3. Discussion of the Main Result

2.4 Pedagogical Recommendation

2.5 Limitations of the Study

Conclusion.

Introduction

This study is descriptive in nature; it is used to investigate the effects of anxiety on students' performance in oral exam. In order to answer the research questions and to confirm or disconfirm the hypothesis, three tools of research were used to collect data: a questionnaire, FLCAS addressed to third year English students at Mohamed Seddik Ben Yahia University and a teacher's interview.

2.1. The Students' Questionnaire

2.1.1 The Sample

Third year students of the department of English at the University of Mohamed Seddik Ben Yahia are the sample selected for this study. The reason behind this selection is because they have probably experienced anxiety in oral exams in the previous years. The questionnaire was submitted to one hundred and nine (109) students randomly chosen out of a total population of 289 third year students.

2.1.2 Description and Aims of the Students' Questionnaire

A questionnaire is defined as "the collection of information from sample of individuals through their responses to questions" Check & Schutt (2012, p.160). The aim behind using questionnaires is to obtain a sufficient sample representative of the population under study

The students' questionnaire was administered to four groups of third year students at the department of English Mohamed Seddik Ben Yahia University of Jijel, making up a number of 109 students out of 289 students. The students' questionnaire consists of 12 questions divided into three sections. The first section is entitled "Personnel Information" aims to obtain information about students' choice to study the English language at university. The second one is entitled "Anxiety in Oral Exam" aims to discover the impact of anxiety on

students' oral performance. The third section is entitled "The Strategies Used to Reduce Anxiety in Oral Exam", aims to know about the strategies used by students to reduce their anxiety.

2.1.3. Analysis of the Students' Questionnaire

Section 01: Personal Information

Q1: Was studying English at university your personal choice?

Table 1: Students' choice in studying English

Response	Number (N)	Percentage (%)
Yes	99	90.83%
No	10	9.17 %
Total	109	100 %

The above question aims at identifying students' choice to study English. The results that are shown in the above table indicates that 90.83% of the students affirmed that studying English was their personal choice; whereas, 9.17% of the students claimed that studying English was not their personal choice. It is noticed that the majority of the students choose English because may be they consider it as the global language. Also, if students choose to study English, they will work hard to develop their language. This means that the majority of the students will be motivated to learn English.

Q2: what is your level of English?

Table 02: Students' Perceptions about their Level of English

Options	Number (N)	Percentage (%)
Very good	20	18.35 %
Good	50	45.87 %

Average	34	31.19 %
Poor	05	4.59 %
Total	109	100 %

The above question aims at knowing about students' perceptions of their level in English. According to the results obtained in the above table, 18.35 % claimed that their level of English is very good, 45.87 % of them declared that their level of English is good, 31.19% confirmed that their level of English is average; whereas, only 4.59% of them responded by poor. After, experiencing three years, the results show that half of the population have a good level in English.

Q3: Are you motivated to learn English? If yes why?

Table 03: Students' Perceptions about their Motivation to learn English

Options	Number (N)	Percentage (%)
Yes	89	81.65 %
No	20	18.35 %
Total	109	100 %

The above question aims at identifying students' opinions about their motivation to learn English. The results that are shown in the above table show that 81.65 % of students affirmed that they are motivated to learn English and when they were asked about the reasons behind learning this language most of them said:

- "English is the global language".
- "It is our favorite language".
- "It is the most useful and helpful language".

- “It is very important to know more about the American and British civilizations”.
- “I want to be a teacher of English”.

18.35 % of the participants claimed that they are not motivated to learn English. From these results, it is noticed that the majority of the students are motivated to learn English for many reasons that are mentioned above; whereas only few students are not motivated to learn English. Those who are motivated are probably those who chose English as their first choice.

Section 02: Anxiety in Oral Exam

Q4: What do you think about oral class?

Table 04: Students’ Attitudes towards the Oral Class

Options	Number (N)	Percentage (%)
Interesting	59	54.13 %
Important	43	39.45 %
Boring	07	6.42 %
Total	109	100 %

The above question aims at discovering students’ attitudes toward the oral class. The results of the above table show that 54.13 % found the oral class as interesting, this attitude can be experienced by the fact that oral class is the only session which gives them more freedom and space to express themselves and exchange their ideas. On the other hand, 39.45 % of students’ oral class as an important. For these students, oral class is the session in which students can enrich their vocabulary, expand their grammar knowledge, and develop

different communication skills; whereas, only 6.42 % of the students considered oral class as boring. This may be due to the lack of motivation or because they may show some reticence.

Q 5: How do you feel during oral exam?

Table 05: Students' Opinion about their Feelings during the Oral Exam

Response	Number(N)	Percentage (%)
Anxious	60	55.05 %
Comfortable	49	44.95 %
Total	109	100 %

The aim of this question is to gather information about students' opinion about their feelings during the oral exam. The results show that the students who feel anxious in oral exam are 55.05% and those who feel comfortable during the oral exam are 44.95 %. The number of students who feel anxious during the oral exam is higher than the number of the students who are comfortable.

Q6. If you feel anxious, is it because of

Table 06: Students' Causes of their Anxiety

Options	Number (N)	Percentage (%)
Lack of encouragement	10	16.67 %
Lack of preparation	12	20 %
Lack of motivation	18	30 %
Fear of failure	20	33.33 %
Total	60	100 %

The above question aims at identifying students' causes of their anxiety. From the statistics 16.67% of the students referred their anxiety to a lack of encouragement and 20% of them referred it to the lack of preparation. 30% of them referred their anxiety to lack motivation, and 33.33 %of them who referred their anxiety to the fear of failure.

From the above statistics, it is noticed that students' fear of failure is the first cause of students' anxiety in the oral exam as students' first concern is to get good scores.

Q7: Which speaking activities does your teacher ask you to perform in oral exam?

Table 07: Students' Perceptions toward the Speaking Activities that are performed in Oral Exam

Options	Number (N)	Percentage (%)
Free discussion	16	14.68%
Role play	38	34.87%
Presentations	55	50.45%
Total	109	100 %

The aim of this question is to know about the activity that is performed in oral exam. It is clear from the results that the number of students who performed free discussion are 14.68% and 34.87% of students performed role play activity and those who performed presentations are 50.45%. Most of the students performed free discussion in oral exam more than role play and presentations, other two students said that there are other activities: "Storytelling" and "Information gap activities".

Q8: In which activity do you feel more anxious?

Table 08: Activities in Which Students feel Anxious

Options	Number (N)	Percentage (%)
Free discussion	51	46.79 %
Role play	34	31.19 %
Presentations	24	22.02 %
Total	109	100 %

This question aims at knowing about the activities in which students feel anxious in. The results obtained in the table above show that the majority of the students 46.79 % affirmed that free discussion is the most anxious activity, 31.19 % of them feel anxious in role play and there are 22.02 % of students who feel anxious in presentation as an activity in oral exam.

Q 9: What is the impact of anxiety on your oral exam performance?

The majority of the students claimed that anxiety causes them a bad performance in the exam, leading them to failure. Some of them said that “it makes us stop speaking and losing words”. One of them said that “Directly leads to prostration and failure”. From these results, we notice that the majority of the students related the impact of anxiety on their oral test performance to: getting bad marks. These are the main effects of anxiety on students’ oral exam.

Q10: Do you consider anxiety as the main cause of your failure in oral exam performance?

Table 09: Students' Perceptions about the main Cause of their Failure in Oral Exam

Options	Number (N)	Percentage (%)
Yes	85	77.99 %
No	24	22.01 %
Total	109	100 %

The aim of this question is to identify students' opinions about the main cause of their failure in oral exam. According to this table, the majority of the students 77.99 % considered anxiety as the main cause of their failure in oral exam performance; whereas, 22.01 % do not consider anxiety as the main failure in oral exam may be because of lack background knowledge.

Section 03: Reducing Students' Anxiety on Oral Exam Performance

Q11: What do you think you can do to reduce your anxiety?

Table 10: Students' Opinion about the Strategies that they use to reduce their Anxiety

Options	Number (N)	Percentage (%)
Use positive self-talk	11	10.09%
Encourage yourself	25	22.93%
Use relaxation techniques	28	25.69%
Practice and preparation	45	41.29%
Total	109	100%

The results obtained from the question 11 show that 10.09% of students use positive self-talks. 22.93% of them use encourage yourself and 25.69 % of students use relaxation techniques; whereas, 41.29 % use practice and preparation.

Consequently, it is noticed that the majority of the students are anxious speakers and they want to reduce anxiety by using different strategies that may help them to feel more comfortable during the oral examination.

Q12: What do you want from your teacher to do in order to reduce your anxiety?

Table 11: Teachers' Strategies to reduce their Students' Anxiety

Options	Number (N)	Percentage (%)
Creating relaxed classroom atmosphere	39	35.78 %
Teacher – Students relationship	32	29.36 %
Positive feedback	18	16.51 %
Varying speaking activities	20	18.35 %
Total	109	100 %

The results obtained in the above table show that the number of students who chose creating relaxed classroom atmosphere are 35.78 %, those who claimed that teacher – student relationship will help them to reduce their anxiety are 29.36 %, 16.51 % of them chose group work, and 18.35 % of the students chose varying speaking activities.

According to these results, students want their teachers to use these strategies. From these results, it is noticed that the teacher plays an important role in reducing students' anxiety in oral exam.

2.2. Teacher's Interview

2.2. 1. The sample

In addition to the students' questionnaire. We found that it is necessary to know about the teachers' perceptions concerning students' anxiety in oral exam performance . The interview is directed to four teachers at the department of English at Mohamed Seddik Ben Yahia University-Jijel.

2.2.2. Description of the Teacher's Interview

Interview is a face-to-face interaction between interviewee and interviewer. it can be a powerful technique in having accurate information of the interviewee otherwise unavailable. The aim of interviewing those teachers is because they teach the third year student in the oral session and they have enough experience with the comfortable and anxious students. The Interview contained six (06) questions. The teacher's interview was conducted to obtain more information about the teacher's opinion and attitudes towards the feelings of their students during oral exams, the causes of student's anxiety and the strategies used to reduce student's anxiety. This is why their perceptions and opinions are very important for this study.

2.2. 3. Analysis and Aims of the Teacher's Interview

Question1. Do you have difficulties in teaching oral expression?

All the teachers affirmed that they don't have any difficulties in teaching oral expression because they have enough experience in teaching oral expression.

Q2: Do you feel your students anxious in oral exam?

Generally, the majority of the teachers have the same idea and the same answer. One of them said "Yes", another one said "some of them" while another teacher said "somehow". Besides one teacher gave another idea that students do not feel anxious but they shy to

participate by saying: “some of them do not feel anxious, but they shy to participate in classroom”.

Q3: To what extent are they anxious high/ medium or low?

Three respondents declared that their students are anxious in a low extent. In contrary, the fourth teacher claimed that their students are anxious in a medium extent by saying: “when they come to present something or perform in classroom few students feel low anxious or comfortable, while others are suffering from lack of self-confidence. These students are start shaking or lowering their voices as signs of anxiety”.

Q4: Does anxiety affect students’ oral exam performance?

All the teachers’ strongly agreed that anxiety affect students’ oral exam performance and affirmed the view by saying “Sure”. One teacher claimed that anxiety happens at the beginning of the presentation and decrease gradually; they said “Yes it does, especially at the very beginning of the performance, but their anxiety decreases gradually”

Q5: In your opinion what are the main causes of students ‘anxiety?’

On the whole, teachers’ responses to this question were varied.

One teacher said “the main cause is the fear of making mistakes, or the fear of being negatively evaluated by their peers and teachers, the fear of being laughed at by their classmates. If the students have reticent or shy personalities, they will face problems in performing on oral exams. Also lacking of self-performance & self-esteem, not being well prepared are causes of students’ anxiety.” Another teacher said “lack of self-confidence, less competence and stress are the main causes of students’ anxiety”. Both the third and the fourth teachers gave the same causes which are: fear of negative evaluation; lack of motivation and lack of self-performance

Q6: As a teacher, what is your role to reduce your students' anxiety?

Generally, the majority of teachers used some particular strategies to reduce students' anxiety on oral exams. One student said "I generally use laughter and sense of humor, I address positive feedback, I encourage them through appraisal and using my facial expressions as smile and nods, I sustain them when they forget what they want to say. Another teacher declared that the using of the comfortable environment is very important to perform well in their oral exams. The fourth teacher said: "I have to use some humor, tell jokes, calm the student down, and facilitate the questions for them.....etc".

2.3 The Foreign Language Classroom Anxiety Scale (FLCAS)

2.3.1 The Sample

Third year student of the department of English at the University of Mohamed Seddik Ben Yahia are the sample selected for this study. The reason behind this selection is because they have already experienced anxiety in oral exam in the previous years. The FLCAS was submitted to One Hundred and Eight (108) students randomly chosen out of a total population of 289 third year students.

2.3.2 Description of Foreign Language Classroom Anxiety Scale

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz and Cope (1991) to assess the degree to which a respondent feels anxious in a foreign language classroom. The scale consists of 33-item which includes 24 positively worded and 9 negatively worded items. They were put in a group which has named Anxiety of English

Classes. These items ask students to pick up suitable answer from given choices (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree). In this study, the FLCAS is used not as in its original form, but was adapted by Erick Aravena (2016) to the oral examination context. This latter, consists of 17 items, of which items were for negative items (1, 2, 3, 5, 7, 8, 9, 10, 11, 13, 14, 15, 17) and positive items (4, 6, 12, 16). The students were asked to pick up the suitable answer from given choices (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree).

2.3.3. Data Analysis and Aims of the FLCAS

Item 01. I never feel quite sure of myself when I am speaking during an oral examination

Table 12: Numbers and Percentages of Students Selecting Item 01

Options	Number (N)	Percentage (%)
Strongly agree	10	9.27%
Agree	43	39.81%
Neither agree nor disagree	16	14.81%
Disagree	31	28.70%
Strongly disagree	08	7.41%
Total	108	100%

As can be drawn from the above table the majority of students (39.81%) are lack self-confidence when performing in oral exam. (28.70%) shows that they are disagreeing. This explains that this category of students feel quite sure during oral examination; whereas, (14.81%) answer by neither agree nor disagree. Also, (9.27%) of them are strongly agree that they are never feel quite sure during oral exams. Only (7.41%) answered by strongly disagree.

From these results the majority of students do not feel quite sure when they are speaking during oral exams.

Item 02: during the oral examination; I find myself thinking about things that have nothing to do with the situation

Table 13: Numbers and Percentages of Students Selecting Item 02

Options	Number (N)	Percentage (%)
Strongly agree	08	7.41%
Agree	41	37.96%
Neither agree nor disagree	15	13.89%
Disagree	32	29.63%
Strongly disagree	12	11.11%
Total	108	100%

Depending on the data tabulated above, it is shown that (37.96%) found themselves thinking about things that have nothing to do with the situation during the oral examination. In the other hand (29.36%) are disagree that they found themselves thinking about things that have nothing to do with the situation. Also (13.89%) of the students are neither agree nor disagree. Whereas, (11.11%) of the students are strongly disagree, and (7.41%) are strongly agree.

Item 03: I keep thinking that the other students are better at languages than I am.

Table 14: Numbers and Percentages of Students Selecting Item 03

Options	Number	Percentage (%)
Strongly agree	12	11.11%

Agree	43	39.81%
Neither agree nor disagree	19	17.59%
Disagree	27	25%
Strongly disagree	07	6.69%
Total	108	100%

The above table shows that the majority of students (39.81%) declared that they keep thinking that the other students are better at languages than them; whereas (25%) of the students claimed that they are disagree. (17.59%) of the students are neither agree nor disagree with this statement. Others and exactly (11.11%) of the students are strongly agree that they keep thinking that the other students are better than them. Only (6.69%) are strongly disagreeing with this view. From these results, we notice that the number of students who responded by agree is higher than those who responded by disagree. From this we can say that the majority of students keep thinking that the other students are better at languages than them.

Statement 4: I keep usually at ease during oral examination?

Table 15: Numbers and Percentages of Students Selecting Item 04

Options	Number (N)	Percentage (%)
---------	------------	----------------

Strongly agree	13	12.04 %
Agree	36	33.33%
Neither agree nor disagree	14	12.96%
Disagree	45	41.67%
Strongly disagree	0	0%
Total	108	100%

The results in the above table indicate that the majority of the students which means (41.67%) don't keep usually at ease during oral examination and answered by disagree ; whereas, (33.33%) of them declared that they keep usually at ease during the oral exams by answered agree. The others (12.96%) claimed that they are neither agree nor disagree with this statement, and (12.04%) of the students are strongly agree and they affirmed that they keep usually at ease during oral exams. While there is no answer in strongly disagree. From these results, we notice that the majority of participants don't keep calm and at ease during the oral exams. In contrary there is a few numbers of students who keep usually calm and comfortable during the oral exams.

Item 05: I worry about the consequences of failing my foreign language class.

Table 16: Students and Percentages of Students Selecting Item 05

Options	Number (N)	Percentage (%)
---------	------------	----------------

Strongly agree	14	12.97 %
Agree	40	37.03 %
Neither agree nor disagree	12	11.11 %
Disagree	39	36.11 %
Strongly disagree	03	2.78 %
Total	108	100 %

The above table shows that (37.03%) of the students agreed that they are worried about the consequences of failing their foreign language class; whereas, (36.11 %) of them disagreed with that. Also, (12.97%) strongly disagreed with that and (11.11%) neither agreed nor disagreed with that. While; only three of them (2.78 %) strongly disagreed. From the results obtained above, we notice that the majority of students are worried about the consequences of failing in their foreign language class.

Item 06: I don't understand why some people get so upset over oral examination.

Table 17: Numbers and Percentages of Students Selecting the Item 06

Options	Number (N)	Percentage (%)
Strongly agree	16	14.81 %
Agree	36	33.33 %
Neither agree nor disagree	25	23.15 %
Disagree	28	25.93 %
Strongly disagree	03	2.78 %
Total	108	100 %

The present table shows that the majority of the students (33.33 %) agreed that they don't understand why some people get nervous over oral examination; while, (25.93 %) of them disagreed with that. (23.15%) of them prefer to respond with neither agree nor disagree. A small percentage (14.81 %) strongly agreed and only three of them (or 2.78 %) strongly disagreed.

Item 07: In oral examination, I can get so nervous I forget things I know.

Table 18: Numbers and Percentage of Students Selecting Item 07

Options	Number (N)	Percentage (%)
Strongly agree	24	22.22 %
Agree	52	48.15 %
Neither agree nor disagree	14	12.97 %
Disagree	15	13.89 %
Strongly disagree	03	02.78 %
Total	108	100 %

From the results obtained in the above table, we notice that the majority of students (48.15 %) agreed that they get nervous and forget things in the oral examination. Beside we have (22.22 %) of them who are strongly agreed; whereas, (13.89 %) disagreed with that. A small portion of the students (12.27 %) neither agreed nor disagreed and three of them (02.78%) strongly disagreed with that.

Item 08: Even if, I am well prepared for my oral examination, I feel anxious about it.

Table 20: Numbers and Percentage of Students Selecting the Item 08

Options	Number (N)	Percentage (%)
Strongly agree	24	22.22 %
Agree	50	46.30 %
Neither agree nor disagree	10	9.26 %
Disagree	18	16.67 %
Strongly disagree	06	5.55 %
Total	108	100 %

The results obtained show that the majority of students (46.30 %) agreed that they feel anxious about the oral examination, even if; they are well prepared. (22.22 %) of them are strongly agreed with that; whereas, (16.67%) disagreed with that. A small percentage of students (9.26 %) prefer to respond with neither agree nor disagree and only six (or 5.55 %) are strongly disagreed.

Item 09: I feel confident when I speak in oral examination.

Table 21: Numbers and Percentages of Students Selecting Item 10

Options	Number (N)	Percentage (%)
Strongly agree	11	10.19 %
Agree	21	19.44 %
Neither agree nor disagree	35	32.41 %
Disagree	36	33.33 %
Strongly disagree	05	4.63 %
Total	108	100 %

Statistics in the above table shows that the majority of students (33.33 %) disagreed; while, (19.44 %) of them agreed with that. Others (32.41 %) prefer to respond by neither agree nor

disagree, (10.19%) of them affirmed that they are strongly agreed about their confidence during the oral exam and there only five of them (4.63%) who are strongly disagreed. From these results, we notice that the number of students who are disagreed with their confidence in the oral examination is higher than those who are agreed with that.

Item 10: I am afraid that my language teacher is ready to correct every mistake I make.

Table 22: Numbers and Percentages of Students Selecting Item 10

Options	Number (N)	Percentage (%)
Strongly agree	09	8.33 %
Agree	51	47.22 %
Neither agree nor disagree	13	12.04 %
Disagree	32	29.63 %
Strongly disagreed	03	2.78 %
Total	108	100 %

The results in the above table reflects that the majority of students (47.22%) agreed that they are afraid that the teacher will correct every mistake they make; whereas, (29.63%) of them disagreed with that.(12.04%) are neither agreed nor disagreed with that, and (8.33%) are strongly agreed; while, there only three of them are strongly disagreed with that. From these results, we can say that the number of students who are agreed is higher than those who are disagreed of their fear of about the correction of language teacher.

Item 11: I can feel my heart pounding when I'm going to start the oral examination.

Table 23: Numbers and Percentages of Students Selecting Item Eleven

Options	Number (N)	Percentage (%)
Strongly agree	20	18.52 %
Agree	56	51.85 %
Neither agree nor disagree	14	12.97 %
Disagree	12	11.11 %
Strongly disagree	06	5.55 %
Total	108	100 %

From the results obtained in the above table, we notice that the majority of students (39.22 %) agreed that they can feel their heart pounding when they are going to start their oral examination and 20 of them are strongly agreed with that. (12.97%) are neither agreed nor disagreed; whereas, (11.11 %) of them disagreed. Only six of them (5.55%) are strongly disagreed with that.

Item 12: The more I study for an Oral Test, the more Confident I get.

Table 24: Numbers and Percentages of Students Selecting Item 12

Options	Number (N)	Percentage (%)
Strongly agree	28	25.93 %
Agree	53	49.07 %
Neither agree nor disagree	14	12.96 %
Disagree	13	12.04 %
Strongly disagree	0	0 %
Total	108	100 %

The above table exhibits that the majority of students (49.07%) agreed that the more they study for an oral test, the more confidence they get, (25.93%) of them are strongly agreed with that and (12.96%) prefer to respond by neither agree nor disagree; while , (12.04 %) strongly disagreed. From these results we can say that students who prepared for an oral test, they will get self-confidence and they will pass their exam easily.

Item 13: I always feel that the other students speak the foreign language better than I do.

Table 25: Numbers and Percentages of Students Selecting Item 13

Options	Number(N	Percentage (%)
Strongly agree	06	5.55 %
Agree	40	37.04%
Neither agree nor disagree	25	23.15%
Disagree	30	27.77%
Strongly disagree	07	6.49%
Total	108	100%

The results obtained in the table above show that the majority of students (37.04%) agreed that they always feel that the other students speak the foreign language better than them; whereas, (27.77%) disagreed with that, other (23.15%) are neither agree nor disagree with that and small percentage of students (5.55%) strongly agreed with that while seven of them strongly disagreed with that. From these results, we notice that the number of students who feel that the other students are better than them in speaking the foreign language is higher than those who don't feel that.

Item 14: I feel very self- conscious about the foreign language in front of the teacher.

Table 26: numbers and percentages of students selecting item number14

Options	Number (N)	Percentage (%)
Strongly agree	09	8.33%
Agree	50	46.30%
Neither agree nor disagree	22	20.38%
Disagree	23	21.29%
Strongly disagree	04	3.70%
Total	108	100%

The above table indicates that the majority of students (46.30%) agreed that they feel very self-conscious about the foreign language in front of the teacher; whereas, (21.29%) are disagree with the item and (20.38%) are neither agreed nor disagreed with that; while, only (8.33%) are strongly agree and (3.70%) are strongly disagree with that.

Item 15: I get nervous and confused when I am speaking in my oral test**Table 27: Numbers and Percentages of Students Selecting Item 15**

Options	Number(N)	Percentage (%)
Strongly agree	11	10.19%
Agree	42	38.89%
Neither agree nor disagree	18	16.66%
Disagree	27	25%
Strongly disagree	10	9.26%

Total	108	100%
-------	-----	------

The above table indicates that (38.89%) are positively answer and agree that they get nervous and confused when they are speaking on the oral test; while, (25%) disagreed with that, but (10.19%) of them are strongly agreed and (16.66%) prefer to respond with neither agree nor disagree; whereas, only (9.26%) are strongly disagree. From these results, we can say that, the majority of students get nervous and confused when they are speaking in oral exams.

Item 16: when I am on my way to the oral examination, I feel very sure and relaxed.

Table 28: Numbers and Percentages of Students Selecting Item 16

Options	Number (N)	Percentage (%)
Strongly agree	12	11.11 %
Agree	22	20.37%
Neither agree nor disagree	27	25%
Disagree	41	37.97%
Strongly disagree	06	5.55%
Total	108	100%

The above table shows that the majority of students (37.97%) are disagree with that and they don't feel very sure and relaxed when they are on their way to the oral examination; (25%) are neither agree nor disagree with that; while, (20.37%) are agree with that and (11.11 %) are strongly agree with that; whereas, only few students (5.55 %) are strongly disagree

with that. From these results, we notice that the majority of students don't feel relaxed and they don't sure when they are on their way to the oral examination.

Item 17: I get nervous when the language teacher asks questions which I haven't prepared in advanced.

Table 29: Numbers and Percentages of Students Selecting Item 17

Options	Number (N)	Percentage (%)
Strongly agree	15	13.89 %
Agree	50	46.30 %
Neither agree nor disagree	19	17.60 %
Disagree	20	18.51 %
Strongly disagree	04	3.70%
Total	108	100 %

The results shown in the above table revealed that 50 students (46.30 %) are agree that they get nervous when the language teacher asks questions which they haven't prepared in advanced; others (18.51%) of them are disagree with that; while, (17.60%) are neither agree nor disagree with that; (13.89) of them are strongly disagree with that. Depending on the analysis of the data above, the majority of students are nervous when they are lack-preparation.

Table 30: FLCAS Items with Percentages of Students Selecting Each Alternative

Questions	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No answers	Total
1	10	43	16	31	08	0	108
2	08	41	15	32	12	0	108
3	12	43	19	27	07	0	108

4	13	36	14	45	0	0	108
5	14	40	12	39	03	0	108
6	16	36	25	28	03	0	108
7	24	52	14	15	03	0	108
8	24	50	10	18	06	0	108
9	11	21	35	36	05	0	108
10	09	51	13	32	03	0	108
11	20	56	14	12	06	0	108
12	28	53	14	13	0	0	108
13	06	40	25	30	07	0	108
14	09	50	22	23	04	0	108
15	11	42	18	27	10	0	108
16	12	22	27	41	06	0	108
17	15	50	19	20	04	0	108

2.3.4 Analysis of the Main Results of the FLCAS:

The result demonstrated that students with debilitating anxiety in foreign language classroom setting can be identified and that they share a number of characteristics in common. We will use the FLCAS to measure the students' anxiety during oral exam. First we are going to separate the negatively oriented answers (strongly disagree, disagree) from the positively oriented answers (agree, strongly agree). Whereas others don't give any opinion in some items and prefer to answer by (neither agree nor disagree).

Students who are high in anxiety report that they are afraid to speak in the foreign language. They indorse FLCAS items indicative of speech anxiety such as "I get nervous and confused when I am speaking in my language class" 49%. "I feel very self-conscious about the foreign language in front of the teacher."45% of them affirmed. "Even if, I am well prepared for my oral examination, I feel anxious about it" more than the half 68% have positively answered (strongly agree, agree). Whereas, they reject two items like "I feel confident when I speak in oral examination" 38% of them have negatively answered (strongly disagree, disagree). The fourth item also has been rejected "I keep usually at ease during the oral examination" 42% out of the whole population are between (strongly disagree, disagree). Moreover they rejected item below: "when I am on my way to the oral examination, I feel

very sure and relaxed.” 44% of them have negatively answered and they disagree with this idea.

Anxious students also fear being less competent than other students or being negatively evaluated by them; they reported: “I keep thinking that the other students are better at language than I am” the majority 51% is positively responses (agree, strongly agree). Also, more than the half 70% affirmed that they are fear when they are going to start their oral examination “I can feel my heart pounding when I’m going to start the oral examination.”

One of the major causes which have been shown in the previous item is lack of self-confidence when performing in oral exam: “I never feel quite sure of myself when I am speaking during an oral examination.” The half 49% answered positively. Also the item below shown that lack of preparation is a cause of anxiety: “I get nervous when the language teacher asks questions which I haven’t prepared in advanced.” The majority 60% gives positive answers and agreed with this idea. Anxious students are afraid to make mistakes in the foreign language. They endorse the item: “I am afraid that my language teacher is ready to correct every mistake I make.” More than the half 56% of the whole population give positive answers.

2.3. Discussion of the Main Results

In this study, the teachers’ interview, the students’ questionnaire and the FLCAS were administered to EFL teachers and students at Mohamed Seddik Ben Yahia university of Jijel, to know the effects of anxiety in oral exam. This is regarding their attitudes about whether anxiety affects students’ performance in oral exam or not. Therefore, based on the results of the questionnaire, the FLCAS and the interview, the following conclusions can be drawn up:

Along the analysis of the different items, it is found that anxiety exists in EFL classes which can really affect their ability to perform well during the oral examination. Generally,

students' speaking anxiety exists because of a lack of motivation which is a real cause that makes students hinder their ability to speak fluently during the exam. Another cause is called lack of preparation. This cause led students to lose their ideas and vocabulary and most of students forget their words that may use in the exam. Also, lack of encouragement is another reason of anxiety, shyness and fear of failure.

Therefore, anxiety has a negative effect on students' oral performance as well as during the oral examination. As the results obtained in this study, the majority of the students are afraid of failure which anxiety led them to failure because they lose words and ideas during this exam, even if they have a good level in English, but anxiety still exist and affect their performance in the oral examination.

In addition, students need to reduce their speaking anxiety by using different strategies to perform well in their oral examination. These strategies are: preparing themselves before the exam, make themselves relax when they are speaking and using English in different situations to facilitate the process of speaking. Moreover; teachers also can provide learners with interesting topics according to their choice in order to minimize their speaking anxiety and creating a relaxed atmosphere through the relationship between the teacher and the students.

2.4 Pedagogical Recommendation

The aim of this study is to investigate the effect of anxiety on students' oral exam. According to the above results, there are some implications and suggestions that FL teachers

may use to reduce students' anxiety in oral exam. There are also some suggestions for FL students for reducing their anxiety.

2.4.1 Encouraging Students to Practice the Language Extensively to Reduce Speech Anxiety

Students should practice English extensively through listening to authentic materials. Listening to such sources of the language will help students understand their vocabulary. And they also have to look up in the dictionary to learn new vocabularies that are frequently used in the oral communication activities in and outside the classroom.

2.4.2 Encouraging Students to Develop their Communicative Competence

Strengthening their communicative competence, students should work hard to achieve this goal. Promoting the communicative competences of EFL students can be done by extending training on the communicative tasks through and out of the approach such as role plays, performing plays and playing games. Students also have to build strong relationships with the society in order to build positive communication skills. They should practice dialogues with their families, society out of the classroom context such as daily debates using simple English idioms that may develop in the future.

2.4.3 Creating a Relaxed Classroom Atmosphere

The teacher should create relaxed-classroom atmosphere in order to motivate students to perform well in the oral exam, by using games that make students more comfortable and make a sense of humor with students in order to make them more relaxed. Moreover; the relationship between the teacher and the student is an important factor that increases students' self- confidence.

2.4.4 Making Careful Choice of Topics

Teachers should consider the students' need and provide the right topic based on students' interest to motivate the students to talk without fears. So, the teachers should pay attention to the choice of topics and take into consideration the students' level by giving them appropriate topics that make them more comfortable.

2.4.5 Using a Wider Range Procedures in Evaluating Students

The current study shows that students feel more anxious during the oral exam. That's why; teachers need to lift questions from easy to difficult. Moreover; evaluating students' proficiency may help teachers to know or to discover students' mistakes in order to develop students' communicative competence.

2.5 Limitations of the Study

The study has been carried out at the department English / University of Mohammed Seddik Ben Yahia Jijel to only third year students may be if we use all the students' years, the results will be clearer, but future studies need a large sample size. This will provide a more detailed about the effects of anxiety on EFL students in oral exam, since anxiety is a complex issue, it is necessary to mention its effects on the four skills: reading, listening, speaking, and writing but in this study we have used only speaking skill. Considering the constraints like limited time period, three month are not enough to know more details about the effects of anxiety on students' oral exam performance.

Conclusion

This chapter was devoted to field work of the study, in which the data collected from students' questionnaire; teachers' interview and the FLCAS were analyzed and interpreted. Research results showed that EFL students and teachers agreed on the existence of anxiety in oral exam. Besides, they both welcome the idea of reducing anxiety in oral exam in order to help students to perform better in oral exams.

General Conclusion

This current study was set to investigate the effect of anxiety on oral exam performance. Who claimed that speaking the foreign language is the most aspect that may provoke anxiety, and students feel more anxious when they are speaking. Accordingly, anxiety sets to be more related to the speaking skill more than other skills. Learners' language anxiety exists due to many factors such as: communication apprehension, test anxiety, fear of negative evaluation, and lack of preparation, lack of motivation, lack of self-confidence and fear of failure.

After the analysis and discussion of the data collected, the results confirmed that anxiety is faced by the majority of the students. Therefore, both teachers and students have knowledge about its negative impact on the oral exam performance. This is why anxiety is considered as the major reason that hinders students' achievement in oral exam.

Moreover, based on the findings obtained, some suggestions and recommendations addressed to both teachers and students to reduce speaking anxiety during the oral examination. First of all learners can participate in reducing their anxiety by using positive self-talk, use relaxation techniques, practicing and preparing themselves well before taking the oral exam. Teachers also can follow some procedures that can help in reducing students' anxiety in the oral examination, make them understand that making mistakes is a part of the learning process, giving them opportunity to express themselves freely without fearing, providing them with the appropriate visual aids, giving them opportunity to participate by reducing their fears of making mistakes and build a good relationship with them to raise their self-confidence.

Accordingly to these results, we conclude that our study answers our dissertation research questions. The findings of this study show that anxiety has a negative impact on students'

performance in the oral exam. Finally, teachers and students can follow various strategies in order to reduce anxiety in the oral examination and make the exam more successful.

References

- Abu-Rabia, S.(2004). Teachers' Role, Learners' Gender Differences, and FL Anxiety among Seventh –Grade Students Studying English as a FL. *Educational Psychology*, 24(5), 711-721.
- Allright, D., &Bailey, K. (1991). *Receptivity in Language Classroom Research: Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. United Kingdom: Cambridge University Press.
- Andrade, M., & Williams, K. (2009). Foreign Language Learning Anxiety in Japanese EFL University classes: Physical, Emotional, Expressive, and Verbal Reactions. *Sophia Junior College Faculty Journal*.
- Arnold, J. (2000). *Speaking Easy. How to Ease Students into Oral Production*. Pilgrims.
- Aravena, E, Castro, J, Gedda, O, & Penaloza, R. (2016). Anxiety in English Oral Test Performance. *The LEC Journal*.
- Aydin, S. (2009). Test Anxiety among Foreign Language Learners: A Review of Literature. *Journal of Language and Linguistic Studies*.
- Baker, A. (2000). *Improve Your Communication Skill*. Kogan Page.
- Baker, J. And Westrup.H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum International Publishing.
- Baker, M. (2009). *Factors Affecting Students English Speaking Skills*. Lahore. Pakistan.

- Bassett, L. (1989). *Attacking Anxiety and Depression: Comprehensive, Cognitive Behavior Based Solution Fostering Strength , character and Self-improvement*. The Midwest Center for Stress and Anxiety , Inc.
- Bigot, L. (1987). *International Journal of the Sociology of Language: Inurrtia and Vegacely*.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching*. New York: Longman.
- Brown, H.D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Francisco: Pearson Education.
- Bryne, D. (1988). *Methods on Speaking Proficiency: in Lim Soh Lan*.
- Burns, A& Joyce, H. (1997). *Focus on Speaking*. Sydney: National Center for English Language Teaching and Research.
- Chaney, A.L, & T.L. Burk. (1998). *Teaching Oral Communication in Grades K-8* Boston: Ellyn & Bacon. Retrieved 18 April, 2010 From:
- Clement, R. (1980). *Ethnicity, Contact and Communicative Competence in a Second Language. Social Psychological Perspectives*. Oxford: Pergamon.
- Conard, J. (2002). *International Journal of Business and Public Administration*.
- Dalton, C., & Seidhofer, B. (2001). *English Phonetics and Phonology: Cambridge University Press*.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom: New York: Cambridge University Press, 41-42*.
- Dornyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.
- Eleanor, T. (1998). *The History of Teaching Sociology: University of Maryland*.
- Ellis, R. (1994). *Study of Second Language Acquisition*. Oxford University Press.

- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Ellis, R. (2003). *Task – Based Language Learning and Teaching*. Oxford: Oxford University Press.
- Fielding, J. (2002). *Australian Journal of Language and Literacy*. University of New England.
- Foss, K.A. Reitzel, A.C (1988). A Relation Model for Managing Second Language Anxiety. *TESOL Quaterly*, 22(3), 437-454.
- Fulcher, G. (2003). *The use of Learning Strategies in Developing Speaking Skills*.
- Ganwchow, L. Sparks, Anderson, R, Javorshy, J, Skinner, S, &Patton, J. (1994). Differences in Language Performance among High-, Average-, and Low-Anxious College Foreign Language Learners. *Modern Language Journal*.
- Gardner, R.C., & MacIntyre, P. (1992). A students' Contributions To Second Language Learning. Part I: Cognitive Variables. *Language Teaching* , 25, 211-220.
- Gregersen, T., & Horwitz, E.K. (2002). Language Learning and Perfectionism: Anxious and Non-Anxious Language Learners 'Reactions to their own Oral Performance. *Modern Language Journal*, 86(4), 562-570.
- Gynan, S.N.(1989). Preferred Learning Practices of Selected Foreign Language Student Paper. *The American Association of Teachers: Spanish*.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Third edition. Pearson Education LTD.
- Hill, k., & Wigfield, A. (1984). Test Anxiety: A Major Educational Problem and What can Be Done about it. *Elementary school Journal*, 85., 105-126.
- Horwitz, E. (1986). *Foreign Language Classroom Anxiety*. *The Modern Language Journal*.

- Horwitz, E. (2001). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70, 125-132.
- Horwitz, E.K, & Young D.J. (1991). *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood, NJ: Prentice Hall.
- Horwitz, E.K. (1990). Attending to the Affective Domain in the Foreign Language Classroom. In: S.S Magnan, *Shifting the Instructional Focus of the Learner* , 15-33.
- Horwitz, E.k. (1999). Cultural and Situational Influences on Foreign Language Learners' Beliefs about Language Learning: A Review of BALLI Studies System, 27(4), 557-576.
- Horwitz, E.K. (2001). Language Anxiety and Achievement. *Annals Review of Applied*, 21, 112-126
- Horwitz, E.K., Horwitz, M.B., & Cope, J.(1986). Foreign Language Classroom Anxiety Scale. *The Modern Language Journal*, 7(2), 125-132.

[http:// books.google.com/books](http://books.google.com/books)

<http://www.encyclopedia.com/doc/10999.Speaking.htm/>

- Kanar, C. (2011). *Building Skills For Confident Communication: The Confident Student*. United States of America, 291-322.
- Kayaoglu, M.N. & Saglawel, H. (2013). Students' Perceptions of Language Anxiety in Speaking Classes. *Journal of History Culture and Art Research*, 2 (2), 142-160.
- King, J (2002). Preparing EFL learners for Oral Presentation. *Dong Hina Journal of Humanistic Students*, 401-114.
- Kline, F. (2001). *Control Group in Pharmacotherapy and Psychotherapy Evaluation*.
- Knight, J. (2000). *The New England Journal of Medicine: The Epidemiology of Spsis in the United State*.

- Koch, A., & Terrel. (1991). Affective Reactions of Foreign Language Students to Natural Approach Activities and Teaching Techniques. In E.K. Horwitz & D. Yound (Eds), *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice Hall, 109-126.
- Kouicem, K. (2010). *The Effects of Classroom Interaction on Developing the Learners Speaking Skill*. Mentory University: Constantine.
- Krashen, S.D. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Leary, M. (1982). *Social Anxiety: Review of Personality and Social Psychology*.
- Littewood, W. (1981). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Louma, S. (2003). *Assessing Speaking*. United Kingdom: Cambridge University Press.
- MacIntyre, P. (1998). Conceptualizing Willingness to Communicate in L2: A situational Model of L2 Confidence and Affiliation. *Modern Language Journal*, 82, 545-562.
- MacIntyre, P. (1999). *Language Anxiety: A Review of the Literature for Language Teachers*. Boston: McGraw-Hill.
- MacIntyre, P. D and Gardner, R.C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 284-305.
- MacIntyre, P. D., Noels, K.A., Clement. (1998). Biases in Self-Ratings of Second Language Proficiency: The Role of Language Anxiety. *Language Learning*, 47, 265-287.
- MacIntyre, P.(1995). How Does Anxiety Affect Second Language Learning. *The Modern Language Journal*, 79, 90-99.

- MacIntyre, P.D., & Gardner, R.C. (1989). Anxiety and Second Language Learning: Toward a Theoretical Clarification. *Language Learning*, 32, 251-277.
- McCroskey, J.C. (1977). Oral Communication Apprehension: A Summary of Recent Theory and Research. *Human Communication Research*, 4(1), 78-96.
- McCroskey, J.C. (1984). The Communication Apprehension Perspective. In J.A. Daly & J.C. McCroskey (Eds), *Avoiding communication: Shyness, Reticence, and Communication Apprehension*.
- McKay, S. (2006). *Teaching Grammar*: Hong Kong Baptist University, 48.
- Onwuegbuzie, A.J., Bailey, P., & Daley, G.E. (1999). Factors Associated With Foreign Language Anxiety: *Applied Psycholinguistics*, 20 (2), 217-239.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors Associated with Foreign Language Anxiety. *Applied Psycholinguistics*, 217-239.
- Phillips, E.M. (1992). The Effects of Language Anxiety on Students' Oral Performance and Attitudes. *The Modern Language Journal*, 76, 14-26.
- Price, M. (1991). *The Subjective Experience of Foreign Language Anxiety: Interviews With Anxious Students*
- Ranson, S. (2000). *Students' Perspectives on School*: New York.
- Richard, J. (2006). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Sarason, I. G. Sarason, B. R and Pierce, G. R. (1990). Anxiety Cognitive Interference and Performance. *Journal of Social Behavior and Personality*, 5, 1-18.
- Scovel, T. (1978). The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research *Language Learning*, 28, 129-142.
- Sparks, R. L., & Ganschow, L. (1991). Foreign Language Learning Differences: Affective or native Language Aptitude Differences? *Modern Language Journal*.

- Speaking The Oxford Dictionary of Current English
- Spielberger, C. (1983). Manual for The State-Trait Anxiety Inventory. Palo Alto: Consulting Psychologist Press.
- Spielberger, C. (1995). Test Anxiety: A transactional Process Model, Test Anxiety Theory, Assessment and Treatment. Washington, D.C.
- Thornbury, S. (2000). How to Teach Speaking: Pearson Education Limited.
- Thornbury, S. (2005). How to Teach Speaking: Pearson Education Limited, 220.
- Thornbury, S.(2005). How To Teach Speaking. London: Longman.
- Warr, P., & Downing, J.(2000). Learning Strategies, Learning Anxiety and Knowledge Acquisition. British. Journal of Psychology. 91, 311-333.
- Young, D. J. (1990). An Investigation of Students' Perspectives on Anxiety and Speaking. Foreign Language Annals, 23(6), 539-553.
- Young, D.J. (1986). The Relationship between Anxiety and Foreign Language Oral Proficiency. Ratings. Boston: MC Grow Hill.
- Zhang, Y. (2001). Language Anxiety and Its Effect on Oral Performance. Xiangtan University.
- Zheng, Y. (2008). Anxiety and Second Language Learning. Revisited. Conadian Journal for New Scholars in Education: Queen's University.

Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Teachers' Interview

Appendix 03: The original of FLCAS

Appendix 04: The FICAS

Foreign Language Classroom Anxiety Scale

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

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

Foreign Language Anxiety Scale

Dear students

By this test, we attempt at gathering data needed for the accomplishment of Master Degree dissertation in language studies, which is entitled “ The Effect of Anxiety on Students’ Oral Exam” at the English Language Department of Mohamed Seddik Ben Yahia University.

You are, therefore kindly requested to answer the following questions by putting across (X) in the appropriate answer. We would be very grateful, if you could help us in doing this test.

Instruction: please choose the alternative you feel more identified with. Try to be honest.

1. I never feel quite sure of myself when I am speaking during an oral examination.

Strongly agree Agree Neither agree nor disagree
Disagree Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree
Strongly disagree

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

Strongly agree Agree Neither agree nor disagree
Disagree Strongly disagree

4. I keep usually at ease during oral examination.

Strongly agree Agree Neither agree nor disagree Disagree
Disagree

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

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

6. I don't understand why some people get so upset over oral examination.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

7. In oral examination, I can get so nervous I forget things I know.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

8. Even if I am well prepared for my oral examination, I feel anxious about it.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

9. I feel confident when I speak in oral examination.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

10. 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

11. I can feel my heart pounding when I'm going to start the oral examination

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

12. The more I study for an oral test, the more confident I get.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

13. 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

14. I feel very self-conscious about the foreign language in front of the teacher.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

15. I get nervous and confused when I am speaking in my oral test.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

16. When I am on my way to the oral examination, I feel very sure and relaxed.

Strongly agree Agree Neither agree nor disagree Disagree
 Strongly disagree

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

Strongly agree Agree Neither agree nor disagree Disagree

Teacher' Interview

Dear teacher,

Thank you for accepting to participate in our interview that aims at gathering some opinions and perceptions needed for our research topic, that is concerned about “The Effects of Anxiety on Students’ Oral Exam”.

We would be very grateful if you answer the following questions to help us in accomplishing our Master degree.

1. Do you have difficulties in teaching Oral Expression?

2. Do you feel your students are anxious in Oral Exam?

3. To what extent are they anxious high medium or low medium?

4. Does anxiety affects their Oral Exam Performance?

5. In your opinion what are the main causes of students’ Anxiety?

6. As a teacher, what is your role to reduce your students’ Anxiety?

Thank you for your
collaboration

Resumé

Cette étude vise à étudier l'effet de l'anxiété sur les performances des étudiants de troisième année dans le département d'anglais / université de Mohammed Seddik Ben Yahia. Dans cette recherche, il est supposé que si l'anxiété augmente, la performance des examens oraux des étudiants peut être affectée négativement. Pour vérifier la validité de cette hypothèse, un questionnaire, une interview et une échelle d'anxiété en classe étrangère ont été utilisés. Le questionnaire a été administré à quatre groupes d'étudiants de troisième année du département de langue anglaise de l'Université Mohamed Seddik Ben Yahia à Jijel, soit 109 sur 368. L'entretien structuré a été administré à quatre enseignants d'expression orale. De plus, une échelle d'anxiété en classe de langue étrangère (FLCAS) a été dirigée vers le même échantillon d'élèves. Les résultats ont indiqué que les enseignants et les élèves ont des connaissances sur l'existence de l'anxiété et son impact sur la performance des élèves à l'examen oral. De plus, il existe de nombreuses causes qui augmentent l'anxiété des étudiants lors de l'examen oral, ce qui affecte leur capacité à bien fonctionner. Ainsi, pour aider les étudiants de troisième année à faire face à l'anxiété; certaines suggestions ont été recommandées aux enseignants et aux étudiants afin de réduire l'anxiété des élèves.

الملخص

تهدف هذه الدراسة إلى التحقق من تأثير القلق على أداء امتحان شفوي لطلاب السنة الثالثة بقسم اللغة الإنجليزية / جامعة محمد صديق بن يحيى. في هذا البحث، يُفترض أنه في حالة زيادة القلق، قد يتأثر أداء الاختبارات الشفهية للطلاب سلبيًا. وللتحقق من صحة هذه الفرضية، تم استخدام استبيان ومقابلة ومقياس قلق اللغة الأجنبية. وقد تم إجراء الاستبيان على أربع مجموعات من طلاب السنة الثالثة بقسم اللغة الإنجليزية بجامعة محمد صديق بن يحيى - جيجل ، حيث يتكون عددهم 109 من أصل 368. تمت إدارة المقابلة المنظمة لأربعة من المدرسين للتعبير الشفهي. علاوة على ذلك، تم توجيه مقياس قلق اللغة في الفصل الدراسي إلى نفس عينة الطلاب. أشارت النتائج إلى أن كل من المعلمين والطلاب لديهم معرفة حول وجود القلق وتأثيره على أداء الطلاب في الامتحان الشفوي. علاوة على ذلك ، هناك العديد من الأسباب التي تزيد من قلق الطلاب في الامتحان الشفوي الذي يؤثر على قدرتهم على الأداء الجيد. وهكذا ، من أجل مساعدة طلاب السنة الثالثة التعامل مع القلق. وقد تم التوصية ببعض المقترحات لكل من المعلمين والطلاب للحد من قلق الطلاب