

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen



Faculty of Letters and Languages
Department of English
Section of English

Foreign Language Anxiety in Oral Performance
Case Study of First Year Students in the Department of English
at Abou Baker Blkaid University of Tlemcen

Dissertation submitted to the department of English as a partial fulfilment of the requirements
for Master's degree in Language Studies

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Dedication 1

I would like to dedicate this humble work to the most precious people in my life, to the ones who supported me and inspired me during my studies, to my beloved parents.

To my lovely sisters Djamila, Soumia, Fatima Zohra and Amina.

To my family, and my intimate friends Hafsa and Ilhem.

To all those who prayed for me and encouraged me to finish this work.

Zahra.

Dedication 2

I dedicate my thesis to my beloved parents who have already prayed and supported my success and encouraged me all the time.

To my beloved brothers Ali, Mohamed and Djerir.

I'm deeply indebted to my husband and two daughters Nada and Selsabil for their patience, understanding and help during my study.

I love them so much.

Abir.

Abstract

Speaking skill is considered among the most important skills in language learning, however, mastering it might be hard for most of students, because anxiety may hinder their oral performance and its development. The present study investigates anxiety in 1st year EFL students' oral performance and aims at checking 1st year EFL students' anxiety while speaking and performing orally and what are the main reasons of their anxiety. Furthermore, it attempts to find some solutions to this issue. A case study is conducted in the department of English at Tlemcen University including fifty first year students and seven oral expression teachers, relying on the following instruments: questionnaire (one for learners and another one for teachers) and classroom observation. The results are analyzed quantitatively and qualitatively. The results reveal that the majority of 1st EFL students feel anxious in oral performance. In addition, the lack of vocabulary, fear of making mistakes, fear of being laughed at and the lack of motivation are the main reasons of their anxiety in oral performance. Besides some recommendations are suggested to learners and teachers to reduce oral performance anxiety. Based on that, this investigation emphasizes that anxiety is a serious problem that the majority of students suffer from and reducing it in oral performance is very essential due to its negative consequences on the process of learning and the speaking skill.

Acknowledgment

Above all, we thank God for his help in finishing this humble work.

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List of Abbreviations and Acronyms

EFL: English Foreign Language.

FL: Foreign Language.

OLLUSA: Our Lady of the Lake University.



General Introduction

General Introduction:

Nowadays teaching and learning the English language has become a very important process due to the worldwide changes, and it achieved a great demand at all levels. One of the most essential processes for learning a foreign language is the mastery of the four skills which are reading, listening, writing and speaking; thus, EFL learners must develop these skills. Mastering the speaking skill might be hard for the majority of learners due to many reasons such as anxiety. Anxiety can contribute in reducing learners' oral performance and affect on their speaking skill negatively because when they feel anxious, they can not speak even if they know the answer. This is why it is important to know the reasons behind this issue in order to help EFL learners to develop their speaking since they are using English. Also, to make teachers use some strategies in their classes in order to reduce anxiety and suggest some solutions that will help the learners to overcome anxiety while performing orally.

The problem of this study concerns the learners that feel anxious in oral performance. There are many reasons of this problem, which lead to negative consequences such as poor oral performance and affect on their progress in learning the English language.

Thus, the present study aims at knowing if 1st year EFL students suffer from anxiety in oral performance. In addition, it sheds light on the reasons behind students' anxiety in oral performance. Then, it provides suggestions and solutions to overcome this problem. In this respect, the following research questions are asked:

1. Do 1st year EFL students feel anxious in oral performance?.
2. What are the reasons behind students' anxiety in oral performance?.
3. What are the solutions used to overcome this anxiety in oral performance?.

Based on these questions, we put the following hypotheses:

1. The majority of 1st year EFL students feel anxious in oral performance.

General Introduction:

2. The reasons behind students' anxiety in oral performance may be mainly related to the lack of vocabulary, fear of making mistakes, fear of being laughed at and the lack of motivation.

3. The solutions may include practice and make preparation in groups, encourage themselves to take risks and build self-confidence.

To answer the previous research questions, a case study is used dealing with first year EFL students of the English department at the University of Tlemcen (Abou Baker Belkaid). Quantitative and qualitative data are collected relying on the following research instruments: a questionnaire for learners, a questionnaire for teachers and classroom observation.

The work is divided into two chapters, the first chapter includes an introduction to the chapter, definition of the speaking skill, components of the speaking skill, types of the speaking skill and importance of the speaking skill. The chapter includes also speaking skill and FL anxiety, speaking anxiety, types of anxiety, individual differences and finally symptoms of oral performance anxiety.

While the second chapter is the practical side of the research, it focuses on the case study, research approaches, the sample of the study, data collection tools and results' analysis. The tools are chosen to gather as much as possible information about the studied issue. Furthermore, a set of pedagogical suggestions and recommendations are proposed for both teachers and students in order to overcome anxiety in oral performance to help them develop their speaking skill.



Chapter One

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1.1.Introduction:

Among the most fundamental skills in language learning is the speaking skill. It occupies the first place due to its importance and usefulness, and the majority of English students have a desire to perform fluently. However, there is a set of affective factors that affect on their oral performance. Among these factors, there is anxiety. Anxiety in oral performance and during speaking is one of the serious problems that most of EFL learners suffer from and have a negative effect on their oral performing, it is considered as an obstacle to success.

The first chapter is the theoretical part of the research work, and it is called the literature review which reviews the literature related to the oral performance anxiety. Beginning with the definition of the speaking skill, its types, its components and its importance. The following part of this chapter attempts to shed light on the speaking skill and FL anxiety, speaking anxiety, types of anxiety, the individual differences and finally, symptoms of oral performance anxiety.

1.2. Definition of the Speaking Skill:

The main objective of learning a second language is to use it in the process of communication. Language is the primary means of communication between people, and speaking is a productive skill that should be mastered to transfer information and ideas between the listener and the speaker, it is the most widespread and widely used form of communication.

Several definitions have been proposed by many researchers. Irzeqat (2010:6) states that **“speaking is the core of learning languages since speaking a language means knowing that language”**. For Nunan (1998), speaking is the process of sharing meaning using verbal and non-verbal symbols in the context of speech. He also emphasizes that speaking is one of the most common means of communication in everyday life.

Meanwhile, Burton asserted that speaking is a form of verbal communication, in which the speaker is able to convey the message as effectively as possible using various methods appropriately to communicate information, ideas, opinion, though, signals, tone voice and body language, as well as facial expressions. As a result, speaking is not a group of sounds resulting from the organs of speech, but rather it is the process of using these sounds in a clear and specific way to convey meaning.

All learners desire to speak foreign language accurately, in order to reach this stage, one should develop some abilities which are the basic components of the speaking skill.

1.3.Components of the Speaking Skill:

Speaking is a complex skill requiring the use of different abilities and components. These components are guidelines that help to understand this skill and thus achieve effective communication, so it should be examined and studied by the foreign language learners. Accordingly, many researchers identify a set of components including: pronunciation, grammar, vocabulary, fluency and comprehension. They are explained as follows:

1.3.1.Pronunciation:

Pronunciation is students' way of producing intelligible language when they speak _communicate_, this means that proper pronunciation and good tone of voice enable the student to communicate effectively, despite his limited vocabulary and grammar rules (<https://s.dx.webs.com/l/samkaufsteatzg116infa>). Pronunciation is the method used by students to produce clear words (words with clarity) and correct articulation (Kline, 2001:69).

In addition, the pronunciation is not limited to sound and clear pronunciation, as Fraser (2001) cited that pronunciation is rather, a group of speech aspects overlap in it that allows for a smooth and clear flow of speech, including articulation, rhythm, intonation and even gestures, body language and eye contact.

1.3.2. Grammar:

Grammar is essential in conversation in both its written and oral forms. It enables the students to construct correct sentences (<https://s.dx.webs.com/l/samkaufsteatzg116infa>). Purpura (2004:6) declares that grammar helps to generate all the spoken words in the language. Moreover, Greenbaum and Nelson (2002:1) state that grammar is a set of rules that help us to combine words to get larger units, i.e. if the speaker masters grammar rules he will be able to form words, phrases and correct sentences.

1.3.3. Vocabulary:

It is the basis for mastering the language. The students need to know many vocabularies and their meaning and how to pronounce and spell them, which facilitates the process of expressing ideas clearly and accurately, in written and spoken form. Therefore, teachers should focus on explaining the meaning in addition to spelling and pronunciation in the teaching process (<https://s.dx.webs.com/l/samkaufsteatzg116infa>).

Vocabulary is a linguistic dictionary, without it the student can not express his thoughts or communicate effectively. The lack of vocabulary is a barrier in the process of learning a language. Without mastering vocabulary sufficiently the communication process breaks down (<https://s.dx.webs.com/l/samkaufsteatzg116infa>).

1.3.4. Fluency:

Fluency is one of the most required elements in oral language to express the message. Fluency is the students' ability to read and speak easily and smoothly, without interruption (<https://s.dx.webs.com/l/samkaufsteatzg116infa>).

Fluency includes reasonable speed and period of pause in the time of reading or speaking. Pollard (2008:16) emphasizes that too much correction impedes the smoothness of conversation, so the teacher must correct the error until the completion of the speech. If the teacher wants to test or assess the students' fluency, give him freedom of expression without interrupting him, i.e. fluency is evidence of the speakers' comfort and self-confidence when speaking, so if the teacher interrupts him to correct

his errors the student will feel less motivated to speak and that will affect on his self-confidence.

1.3.5.Comprehension:

The ability to perceive and comprehend long periods of conversation, as well as build representations of the meaning of sentences, is referred to as comprehension (<https://s.dx.webs.com./1/samkaufsteatzg116infa>).

As a result, it can be inferred that comprehension refers to the speakers understanding of what they are telling the listeners to avoid misreading the information; its function is also to make it easier for listeners to obtain information from the speakers, so the ability of both the speaker and the listener to understand the message to achieve successful communication (<https://s.dx.webs.com./1/.samkaufsteatzg116infa>).

DeBoer (2007) and Patel (2014) declare that there is another component that is very important in the speaking skill and while performing which is non-verbal components.

1.3.6.Non-verbal Components:

According to DeBoer (2007), eye contact between the speaker and his audience is very important because it affects them, i.e. eye contact indicates the speakers' self-confidence. Furthermore, Pate (2014) declares that facial expressions in oral performance are essential because it describes the position, the feelings and the animus of the speaker.

When the speaker interacts with others, he is continuously giving and receiving wordless signals. All non-verbal communication including body language, gestures and eye contact send strong messages. They can put people at ease build trust a confuse, and undermine what the speaker is trying to convey, these messages do not stop even when the speaker stops speaking (<https://www.helpguide.org/articales/>)

Body language is a natural, unconscious language that broadcasts the true feelings and intentions. When faced with mixed signals, the listener has to choose whether to believe the speakers' verbal or non-verbal message. If the speaker says

something, but his body language says something else, the listener will likely feel that the speaker is dishonest (<https://www.helpguide.org/articales/>).

1.4.Types of the Speaking Skill:

In EFL classroom speaking can take different types, according to Brown (2004:271), there are five types of the speaking performance as follows: imitative, intensive, responsive, interactive and extensive. These types are arranged from the easiest to the most difficult.

1.4.1.Imitative:

The individuals' ability to repeat words or sentences in the classroom, as this type of speaking is considered as an exercise for students through imitation and repetition of what the teacher produces. Brown (2004:141) defined imitative speaking as **“the ability to simply parrot back (imitate) a word or a phrase or possibly a sentence”**.

Imitative speaking is a stimulus in language learning by creating interaction between the teacher and the student through listening and repetition, the goal of this process is to train the student for the correct pronunciation.

1.4.2.Intensive:

The teacher resorts to this type of speaking as a means of assessing and evaluating students by producing short stretches. Therefore, the intensive speaking is a means of demonstrating to students such as reading aloud, and completing, while regarding language aspects and grammatical rules (Brown, 2004:141).

Brown (2001:273) states that **“intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice more phonological or grammatical aspect language”**, i.e. one step beyond imitative speaking is evidence of the development of the speaker and his acquisition of a set of rules of pronunciation and grammar that help him to produce correct utterances, here the speaker has reached an advanced stage of speaking called intensive speaking. If the

complexity at this stage exceeds, then another type of speaking can be distinguished, which is responsive speaking.

1.4.3.Responsive:

Interaction and test comprehension are part of responsive performance, but are limited to very short conversations, traditional greetings, small talk, simple requests and notes. This is a collection of short responses to the teacher, providing instructions and directions, or responding to inquiries or observations initiated by the students. Usually, these responses are sufficient and informative (Brown, 2004).

1.4.4.Interactive:

The interactive type is comparable to responsive speaking. However, it differs in the engagement complexity which encompasses numerous exchanges and/or numerous participants. There are two types of interaction which aim to transmit a specific information or interactions between people to sustain social relationships. In interpersonal context, oral production can be pragmatically complex due to the necessity to talk or employ casual language (Brown, 2004).

1.4.5.Extensive:

A monologue is another term for this sort of speech. It includes all the oral forms that need a protracted exposition of ideas. Speeches, oral presentations and story telling are examples of extensive tasks, mostly the formal style is used except the casual speech that uses the informal style. The engagement of the audience in this type is either severely limited or completely eliminated (Brown, 2004).

1.5. Importance of the Speaking Skill:

Among all of the four language skills reading, writing, speaking and listening, the speaking skill is considered as the essential one for EFL students to master because learners of a language are known as the speakers of that language (Ur, 1996). It also has a great value and needed for many reasons, one of these reasons is that the speaking skill is a fundamental part of the communication process. People can not converse with one

another without speaking, they speak with each other in order to exchange thoughts. As a result, communication can not occur without speaking and any mistake in speech leads to miscommunication (SADULLAYEVA, 2021:28).

An effective speaker should control all of the four skills of the language, but the speaking skill is the most important one, it enables him to express himself orally and meaningfully. In addition, the listeners' attention is captured only by a good speaker of a language. Also, When the speakers interact with each other, they have the chance of a good self realization (SADULLAYEVA,2021:28). A meaningful oral interaction helps people to learn language (Lai-Mei & Seyedeh,2017:35).

The writing ability of the students can be improved by speaking because it can enhance their vocabulary and grammar skills (Lai-Mei & Seyedeh, 2017:35), in addition to backing them to apply the language. According to Brown (1994), speaking is one of learners' language devices. Speaking skill has not only an importance inside the class but it has also a value outside. Students who can produce a perfect English speech have the opportunity for good schooling and getting good jobs (Baker and Westrup, 2003).

For some students, performing orally in front of an audience or classmates can be a difficult activity because they may suffer from anxiety, which prevents them from giving a successful or a good oral presentation and it might become a big problem in the future.

1.6.The Speaking Skill and Foreign Language Anxiety:

The process of FL learning is influenced by a variety of affective factors that can be a barrier to effective learning and among these factors, there is anxiety, which stands as one of the main factors that affect FL learning and specifically the speaking skill.

FL learners have always felt uneasy, uncomfortable and stressed in class (Horwitz et al, 1986). According to Horwitz and Cope (1986), FL anxiety is a unique affective variable that has negative consequences on FL learning. Furthermore, Krashen (1985) developed the affective filter hypothesis, and according to this theory, a variety of effective factors influence second language acquisition. He states that if anxiety is high and acts as “**affective filter**” that will abstract the learning of the target language

and those students who suffer from anxiety may learn less and may not be able to develop their learning, that is to say, their learning will be blocked. Oxford (1999) also noted that FL anxiety is one of the most affecting factors on FL learning. It is an obstacle that prevents a successful learning (Brown, 1974). Tobias (1986) emphasizes that the ability of learners to absorb information, store it and release it when needed may be weakened due to anxiety.

As it is mentioned before, the speaking skill is very important for EFL learners to master. However, studies show that there is a relation between speaking and FL anxiety, and it is considered as the most anxious skill. Therefore, speaking skill is a highly anxiety-provoking skill in FL learning (Cheng et al, 1999).

On this basis MacIntyre and Gardner (1994) defined language anxiety as **“the feeling of tension and apprehension specifically associated with second language or FL context, including speaking, listening and learning”**. Thus, FL anxiety increases when learners must perform in an FL context.

The majority of EFL students experience anxiety in oral classes when they are asked to speak or when they have to perform orally. Students feel uneasy performing and speaking in class due to anxiety (Horwitz et al, 1986). Price (1991) declares that students who suffer from anxiety think that the other learners are more fluent than they are and this increases their anxiety.

Other researchers show (Aida, 1994. Ely, 1986. Horwitz, Horwitz and Cope, 1986. Horwitz and Young, 1991) that anxiety can hinder the production and performance of FL. Also, the learners' speaking ability can be affected negatively by FL anxiety, which leads to a poor performance and students will be blocked when they are asked to speak in front of their classmates although they know the answer (Ortega, 2009). Furthermore, in the same position Spielmann and Radnofsky (2001) agree that learners' performance can be affected by anxiety and decreases self confidence. According to Onwuegbuzie, et al (1999) anxiety can harm the process of learning in general and learners' speech fluency in particular.

1.7. Speaking Anxiety:

Anxiety, in general is a psychological phenomenon that the human body shows as a reaction to something or the feeling of being threatened (Nur,2018).

There are many definitions of anxiety, Carlson defined anxiety as **“a sense of apprehension or doom that is accompanied by certain psychological reactions, such as accelerated heart rate, sweaty palms, and tightness in the stomach”**. Moreover, Paser defined anxiety as a state of the response of stress and fear as a natural response (reaction) for all people when they feel threatened. While, Ormrod (2011:401) defines anxiety as a feeling of discomfort and fear of an uncertain outcome (result).

It is necessary for students in oral English classes to speak and perform orally in front of their colleagues or participate in group discussions, which leads to a state of tension that negatively affects the students' abilities when speaking the target language. According to Clevenger and Halvorson (1992:25) speaking anxiety is **“any emotional condition in which emotion overcomes intellect to the extent that communication is hampered, either in audience reception or in speaker self-expression”**. That is to say, speaking anxiety affects both the speaker and his/her audience, because they can not understand his/her speech.

Lanerfeldt (1992:53-54) describes speaking anxiety as a barrier on ones' self confidence because the student who is anxious while speaking often fails to be able to speak and express himself. This failure is accompanied by a set of signs, irregular heartbeat, perspiration, stumbling and inability to act and speak, which leads him to remain silent without trying to repeat the experience failure one another.

1.8.Types of Anxiety:

Anxiety is one of the factors that affects learning and related to the psychology of the individual, it does not occur as a single issue. Rather, it takes many types and manifestations according to different individuals. According to MacIntyre and Gardner (1991:31) anxiety can be classified into three categories which are state , trait and situational anxiety.

1.8.1.State Anxiety:

A temporary apprehension feeling lasts for a short time, in response to a sense of being threatened at a particular moment, Thomas (2009:31) states that “**state anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger**”. In other words, a fleeting fear that results from a particular stimulus, i.e. fear of a particular situation such as the fear of reading loudly.

Of course, anxiety is a common feeling most of us feel anxious from time to time when feeling of being threatened or uncomfortable, but when these feelings and emotions persist and are not limited to one specific fear, anxiety can become a long term condition and feeling, i.e. anxiety becomes part of an individuals’ personality. So, another type of anxiety can be distinguished, namely trait anxiety.

1.8.2.Trait Anxiety:

It is a permanent disorder that is part of a persons’ personality (Eysenck, 1979). A persons’ tendency to this type of anxiety get nervous and feel anxious, and worry regardless the circumstances surrounding it (MacIntyre and Gardner,1991:251-275), even though without being threatened. Marwan (2007:39) argues that “**trait anxiety is a persons’ tendency to feel anxious of the situations they are exposed to**”.

This is the type that the teacher can notice on the faces of his/her students. Uprooting this species is not easy because it is related to psychological factors. Moreover, and unlike state and trait anxiety, some individuals show their anxiety and feel uncomfortable about certain sources and specific matter, and this is what called situation-specific anxiety.

1.8.3.Situation-specific anxiety: or simply situational anxiety.

It is anxiety experienced in a well defined situation (MacIntyre and Gardner, 1991). According to MacIntyre and Gradner (1991), situational specific anxiety is more advanced than the state anxiety, i.e. situational anxiety is the continuous increase in fear of a particular situation.

Situational anxiety arises a response to a specific situation (Horwitz, 2001. Ellis, 1994. As cited in Tasnimi, 2009). People who frequently experience state anxiety from

a particular situation may eventually experience situational specific anxiety (Zuhana and Shameon, 2010) such as fear of speaking in front of people.

To sum up, both trait and situation-specific anxiety are long term anxiety disorders. Trait anxiety is a characteristics of ones' character that can be experienced in any situation. State anxiety, on the other hand, is a temporary anxiety that lasts just for a short period of time.

1.9.Individual differences:

Psychology is concerned with studying the individual differences that exist between individuals, by setting rules and bases for controlling and understanding these differences, so that the researcher can explain some behaviors. Individual differences is a general phenomenon that exists among human beings.

In fact, in the field of education, we find that learners differ from each other in most characteristics and behaviors. In addition to this, learners differ even in their abilities to learn and solve problems, and also differ in their emotions such as fear and anxiety. Therefore, the teacher must identify individual differences and consider them if he/she wants to teach them effectively and correctly. Typically, introverts and extroverts are the two most common types of learners as explained in the following:

1.9.1.Extroverted learners:

Students of this type focus on goals and the outside world. Nelson (2015) asserts that extroverted learners are social, they like to be in groups to share activities with others, and they are more cheerful, motivated and excited towards social interactions.

Ehrman and Oxford (1989) argue that extroverted learners focus their instruction on the most effective social methods using visual tools. In addition, Mayer (1995) emphasizes that open-minded students prefer to initiate conversations with others because they are curios to try and discover new things and share them with others. According to OLLUSA (Our Lady of the Lake University), extroverts leaeners prefer social learning and contact with others through group activities such as solving problems with others, social project and communicating through stories. Moreover, extroverted students are social individuals who develop their work and derive energy and vitality

through their presence in groups of students. So, extroverted students have a social personality.

1.9.2.Introverted learners:

The introverted learners focus on the inner world, i.e. the focus on the mental activity. According to Ehrman and Oxford (1989), introverted learners depend in their learning on the most independent and self-styled methods. Therefore, this type of students search for meaning and context. In addition, Ehrman and Oxford (1990) declare that introverts prefer to study alone to avoid contact with others.

Moreover, introverted learners listen and focus on what other his/her classmates are talking about without participating in discussion with them. Meanwhile, according to Susan (2012), an introvert learner is usually a nice person, quite, humble, shy, and does not like to take risk in his life. Moreover, based on what was mentioned in OLLUSA, an introverted learner is very reserved and slow in making decisions. He/she prefers to have relationships with few people he/she feels comfortable with, and yet the introvert prefers solitude.

To conclude, extroverted learners, progress significantly when working in groups and exchanging their ideas with others, unlike introverted ones, who are more anxious and shy when faced with something in front of them, preferring to stay away from crowded places to avoid contact with others.

1.10.Symptoms of Oral Performance Anxiety:

There is a set of symptoms that can characterize and appear on anxious students in oral performance and some of these symptoms could help the teacher to distinguish anxious and non anxious students. These symptoms are as follows:

1.10.1.Emotional Symptoms:

The anxious speaker always has a pre-thinking for a long period about the day of the oral performance and how he/she will speak and present. This will affect him/her negatively because his/her overthinking will bring negative ideas that increase his/her anxiety. Also, he/she always fears being with a group of people while speaking, mostly

people he/she does not know. Commonly, students who experience anxiety in oral performance feel that the audience is listening to them just to criticize their speech negatively. That is why most of them avoid social situations (Krinis, 2007).

1.10.1. Physical Symptoms:

There are some physical symptoms that appear on the anxious speakers and stress their bodies, but it can differ from one speaker to another. The speaker that suffers from a high-level of anxiety, his/her body will show a set of characteristics, while if the speaker has a low level of communication apprehension, his/her body will show at least one of the following symptoms.

According to Krinis (2007), the symptoms that can appear on the anxious speaker are as follows: the color of his face will turn to red, when he speaks his voice is shaking, shortness of breath, sweating and feeling of dizziness. Whereas, Suleimenova (2013) divides the psychological symptoms into observable and non-observable symptoms. According to him, the observable symptoms are **“squirming, playing with hair or clothing, nervously touching objects, stuttering or stammering”**. While, the non-observable symptoms are **“fidgeting, headache, experiencing tight muscle and feeling unexplained pain on tension in any part of the body”**. Furthermore, dry mouth (Boyce et al, 2007) and heartbeats quickly are one of the physical symptoms (Ansari, 2015).

1.10.3. Behavioural symptoms:

The third symptoms that characterizes the anxious speaker as stated by Krinis (2007) is behavioural symptoms. Speakers who suffer from communication apprehension prefer to sit at the background to be unobserved from view and keep silent in to avoid speaking. In addition to unconscious body movements such as their legs and hands due to the high feeling of anxiety. Also, avoiding eye contact and rapid speech (Huberty, 2009).

1.10.4.Cognitive Symptoms:

In addition to the former characteristics, there are also cognitive symptoms. Huberty (2009) declares that anxious speakers have problems in concentration, memory and attention. Also, their inability of problems solving.

1.11.Conclusion:

EFL Oral performance anxiety is a continuous problem that has negative consequences on the achievement of the students in general and their speaking in particular. Despite the importance of the speaking skill and its development, anxiety can hinder this development. For this reason, the concern of this chapter is on the theory related to oral performance anxiety by shedding light on the speaking skill and all the aspects related to it, in addition to anxiety and the elements related to it.



Chapter Two

Chapter two: Case Study, Data Analysis and Results

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2.1. Introduction:

This chapter is the practical side of the present research work and is devoted to data collection and analysis of the results. Also, the discussion of the main results is presented. The chapter seeks to afford as much as possible answers to the research questions by analyzing the students' and teachers' questionnaires and classroom observation. In addition, some suggestions and recommendations are proposed for both teachers and students to reduce students' anxiety in oral performance.

2.2. The Case Study:

The Case study is a research method that focuses on the analysis of one entity. It is used in this research because it helps the researchers to identify the problem and provide some suggestions using different instruments. Yin (1984:23) defines case study

As an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

2.3. Research Approaches:

In this investigation, the researchers use a mixed approach and combine between quantitative and qualitative methods to rise the validity of the research.

2.3.1. Quantitative Research:

Quantitative research is the study that focuses on its gathering and interpretation of data on statistics (Bryman, 2001), it helps the researcher to save his effort and time with the gathering of a large amount of data easily (Eyisi, 2016). According to Creswell (1994), quantitative research is collecting statical data and analyzing it by mathematical approaches to demonstrate phenomena. In this research work the researchers use the questionnaire as a quantitative approach.

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2.3.2. Qualitative Research:

Qualitative research, in the other hand, is used to provide a description of the studied phenomena from the perspective of the sample of the study (Mohajan, 2018). It relies on the use of words rather than statistics, and includes all the important tools which help in problem solving and used to collect the needed information from the natural setting of the sample (Eyisi, 2016) such as the observation that is used in this case.

2.4. Settings and Sample Population of the Study:

In the present research work, there are fifty students and seven teachers from the department of English at the University of Tlemcen “Abou Baker Belkaid”. Two forms of questionnaires were used. The first one concerns 1st year LMD students, the same participants were also observed during the session of oral expression. While the second one concerns oral expression teachers’ because they can provide the researchers with information needed about anxiety of their students in oral performance.

2.5. Data Collection Tools:

Data collection tools refer to the instruments used to collect data. It allows the researcher to collect information that he wants by using a variety of tools to give details to the investigation. In the present research the researchers used two questionnaires for both students and teachers and classroom observation.

2.5.1. The Questionnaire:

The questionnaire is one of the most fundamental tools used to collect data easily. Brown (2001:06) defined questionnaire as “**any instruments that present respondents with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers**”. It helps to acquire information on participants and it includes three types of question: close-ended, open-ended and multiple-choice questions.

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2.5.1.1. Students' Questionnaire Description:

The questionnaire is the first tool used in this research and is designed for fifty first EFL university students at Tlemcen University.

The students' questionnaire includes eleven questions, combining close-ended, multiple-choice and open-ended questions. The first question is about the students' gender. The second and the third are asked to know if they like to attend oral session and their level in speaking. The fourth and the fifth questions are devoted to know how often do they participate in the oral session and if their teachers encourage them to speak, while the sixth and seventh questions are about which of the four skills is most stressful for them and if they feel anxious or stressed in oral performance. For the eighth and ninth questions, they are requested to know the reasons behind this anxiety and the activities that make them anxious when they speak. The last two questions tenth and eleventh are asked to know students' suggestions about the studied issue and what they want from their teachers to do in order to reduce anxiety in oral performance.

2.5.1.2. Teachers' Questionnaire Description:

The teachers' questionnaire consists of eleven questions that have been asked to seven EFL teachers in the English department at the University of "Abou Bakr Belkaid".

The first and the second questions are about general information about the teachers. The third and the fourth questions are asked to know if their students are motivated to attend the oral session and what is their level in the speaking skill. While the fifth and the sixth are devoted to know how often do their students participate in oral session and if they motivate them to speak and how. Whereas the seventh and eighth questions are requested to know what is the skill that most makes students stressful and if their students feel anxious or stressed in oral performance. The ninth and tenth questions are about to know the reasons behind this problem and the activities that make the students anxious when they speak. And for the last question, the teachers are requested to give their suggestions to reduce anxiety in 1st year EFL students' oral performance.

2.5.2. Classroom Observation:

Observation is the second instrument that was employed in this investigation as it helps to collect information by watching peoples' behavior and get a deep understanding of the studied issue, also provides the researcher by qualitative data.

Marshall and Rossman (1989:79) define observation as “**the systematic description of the events, behaviors, and artifacts of a social setting**”.

The classroom observation was conducted with the 1st year EFL students in the department of English, Tlemcen University, during four ordinary sessions of oral expression.

2.6. Results' Analysis:

2.6.1. The Students' Questionnaire Results:

Question one: is about students' gender.

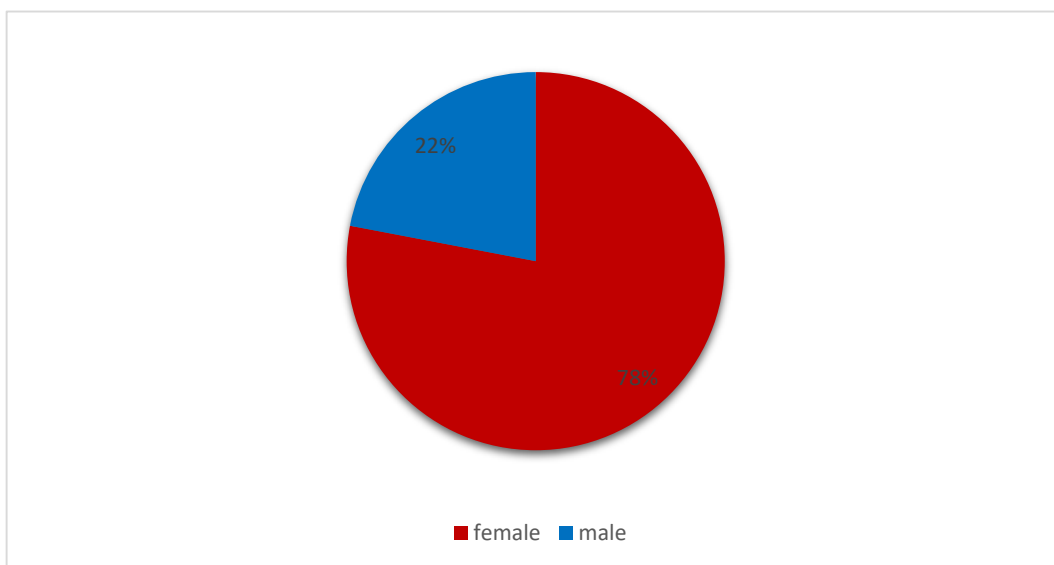


Figure.2.1. Students' Gender

From this question, the results show that the majority of students are females 78%, while 22% are male.

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Question two: is asked to know if students like to attend the oral English classes.

According to the results obtained from students, all of them 100% state that they like to attend the oral English classes.

Question three: is about the students' level in the speaking skill.

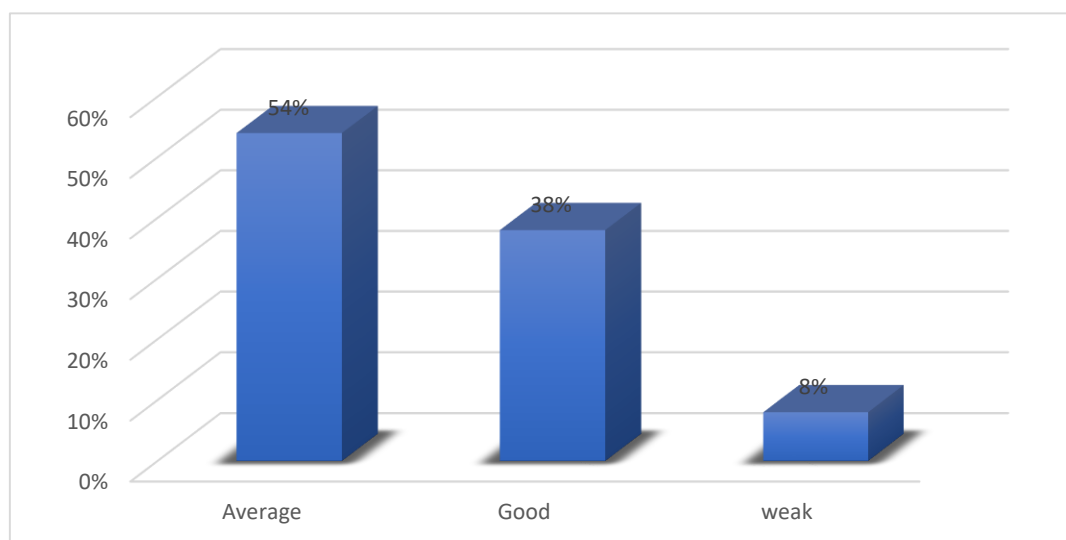


Figure.2.2. Students' Level in the Speaking Skill.

This figure above shows that, 54% of the participants have an average level in the speaking skill, and 38% have a good level in the speaking skill. Whereas the rest of the participants have a weak level in the speaking skill.

Question four: is drawn to know how often students participate in the oral session.

Table.2.1. Students' participation in the oral session.

Options	Number	Percentage
Always	11	22%

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Often	17	34%
Sometimes/rarely	20	40%
Never	2	4%
Total	50	100%

From the obtained results shown in the table, the majority of the students 40% sometimes/rarely participate in the oral session, and 34% of them often participate, whereas 22% of the sample are active members and always participate in the oral session. While the rest claim that they never participate in the oral session.

Question five: is asked to know if their teacher encourage them to speak.

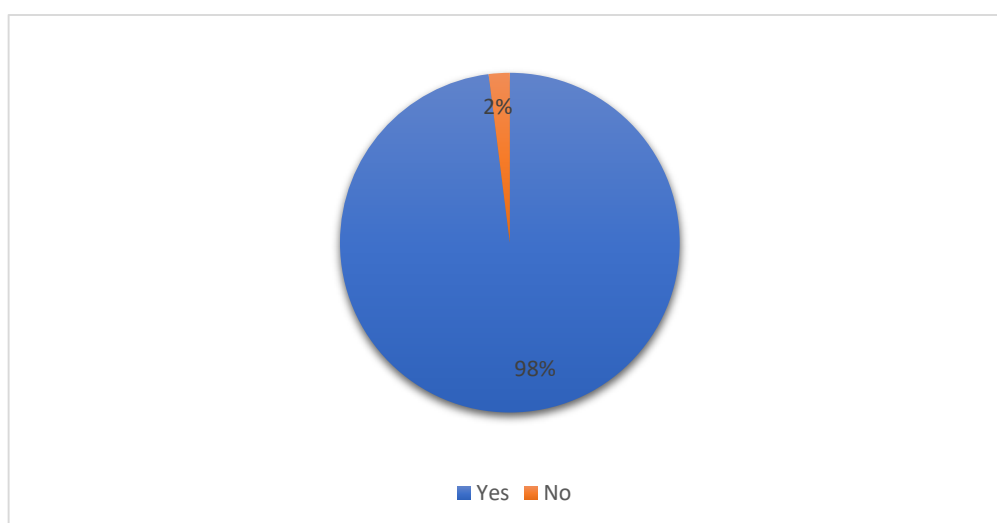


Figure.2.3. Teachers' Encouragement to The Students to Speak.

In this question, the majority of the informants 98% state that their teacher encourages them to speak, whereas 2% of them claim that they do not get the encouragement from their teacher to speak.

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Question six: is requested to know which of the four skills is the most stressful to the students.

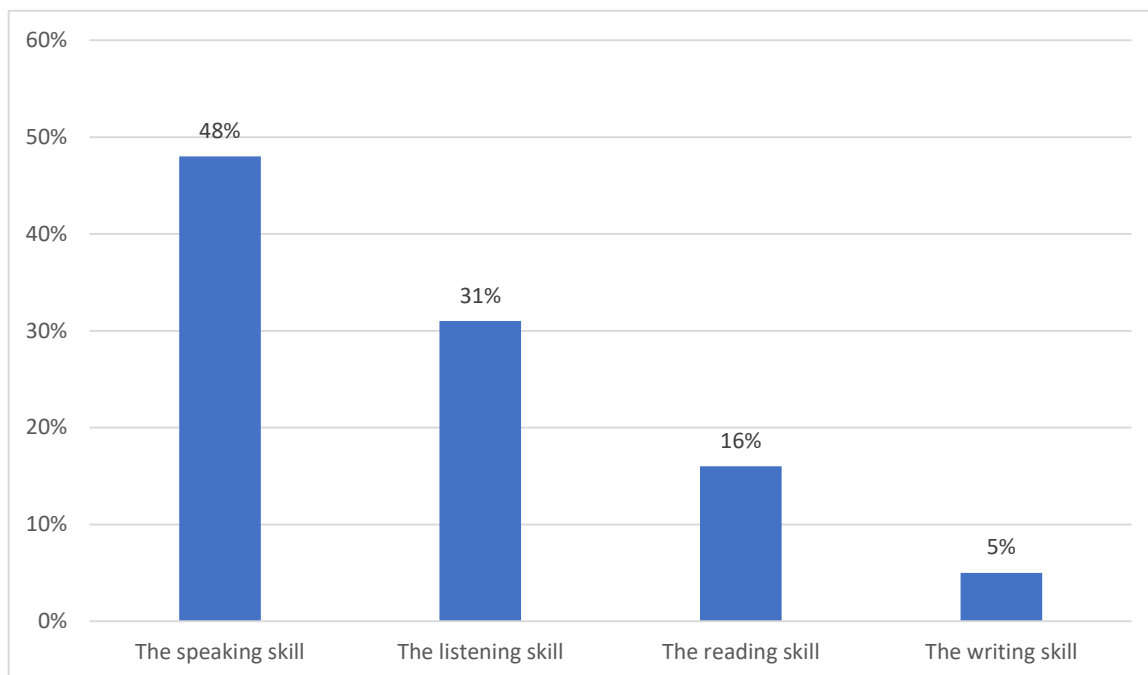


Figure.2.4. Rates of Students' Stressful Skill.

From the obtained results shown in the graph, the majority of the informants 48% choose the speaking skill as the most stressful skill for them, while 31% believe that the listening skill is the most stressful skill for them and 16% of them choose the reading skill, whereas 5% of the sample choose the writing skill as the most stressful skill for them.

Question seven: is drawn to know if students feel anxious or stressed in oral performance.

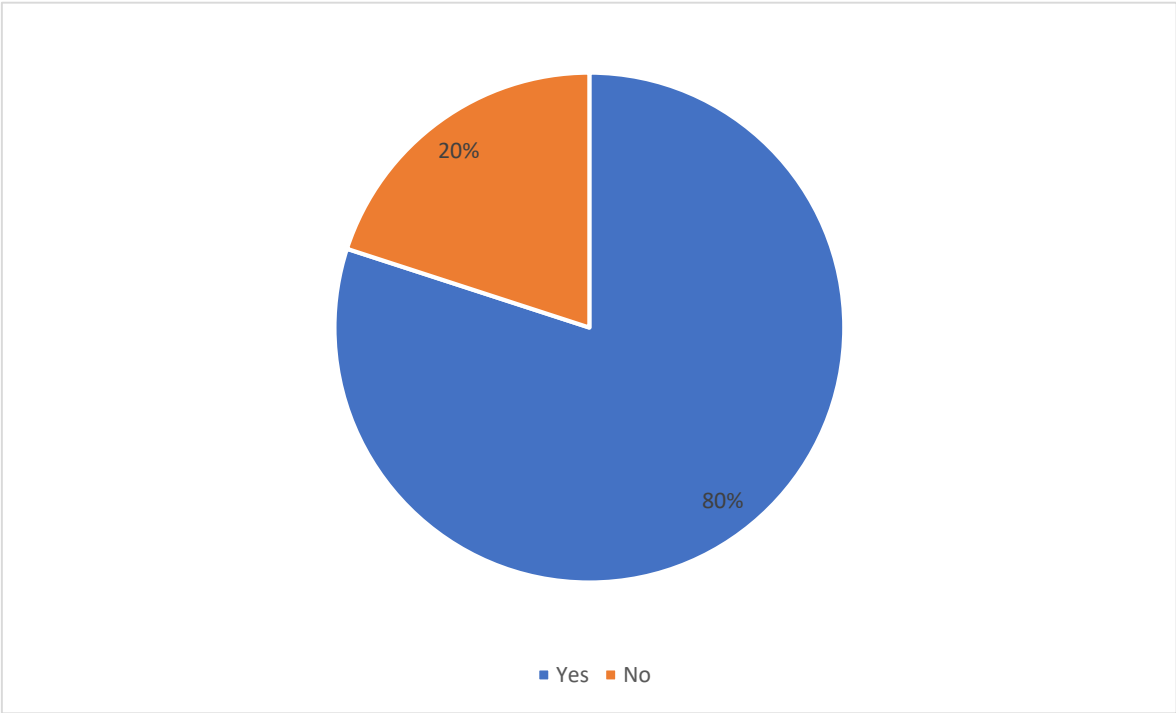


Figure.2.5. Students’ Feeling of being Anxious during oral performance.

The results show that the vast majority of students 80% feel anxious or stressed when it is needed to speak in class, while 20% of the rest sample claim that they do not feel anxious or stressed when it is needed to speak in class.

Question eight: is about the reasons behind anxiety.

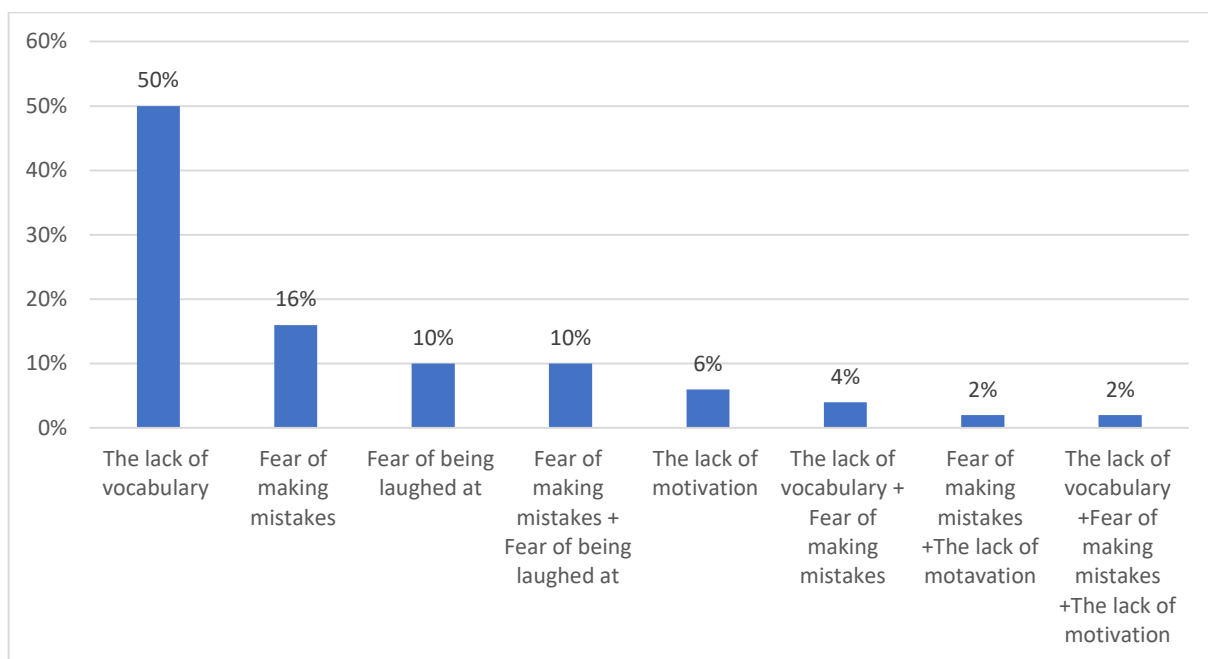


Figure.2.6. The Main Reasons Behind Anxiety.

The results of this question were subdivided into various elements and it shows that, half of the number of informants 50% claim that the main reason of anxiety is the lack of vocabulary, and 16% of the informants choose the reason of fear of making mistakes, while 10% of them choose fear of being laughed at and another 10% claim that fear of making mistakes and fear of being laughed at are the main reasons behind anxiety. Besides, 6% believe that the lack of motivation is the reason behind this anxiety, whereas 4% of them state that the lack of vocabulary and fear of making mistakes are the reasons of anxiety and 2% of the sample choose fear of making mistakes and the lack of motivation and another 2% of the informants choose the lack of vocabulary, fear of making mistakes and the lack of motivation as the essential reasons of anxiety.

Question nine: is asked to know which type of the activities makes students anxious.

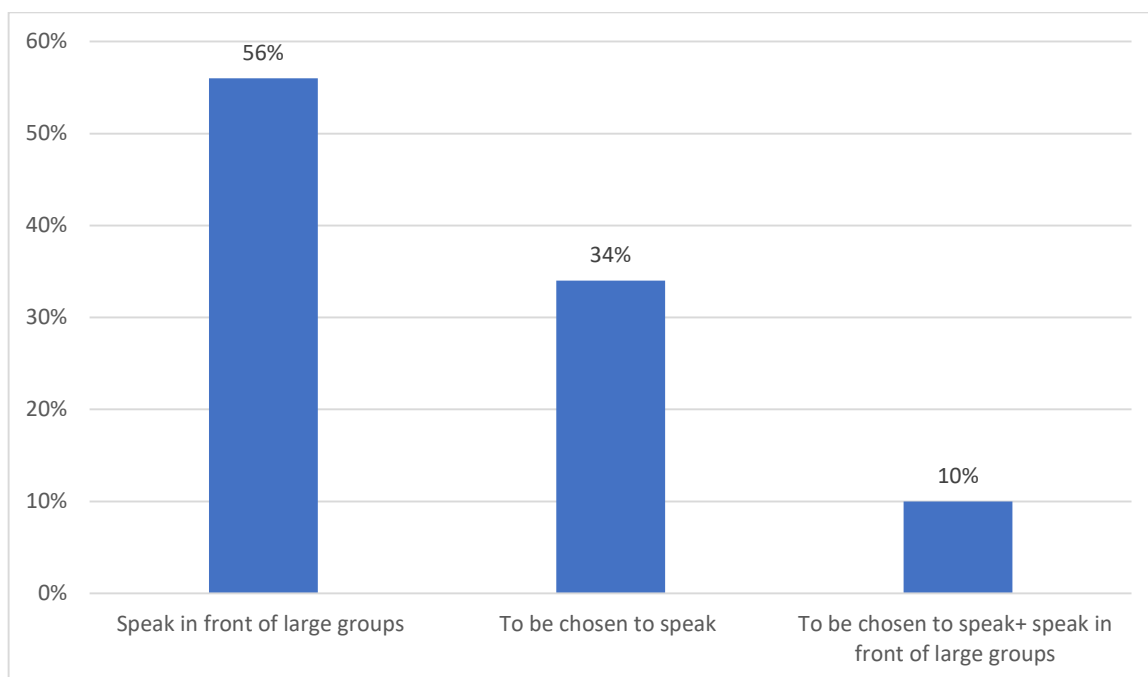


Figure.2.7. The Activities that Most Make Students Anxious.

The results in column chart show that 56% of the students choose the activity to speak in front of large groups as the most activity that makes them anxious, whereas 34% of the informants pick to be chosen to speak, and 10% choose to be chosen to speak and to speak in front of large groups as the activities that make them feel anxious. While no one choose the activity of respond voluntarily.

Question ten: aims at exploring what they can do in order to reduce anxiety.

Table.2.2. The Solutions of Anxiety.

Solutions	Number	Percentage
Practice and make preparation in groups.	11	22%
Encourage yourself to take risks.	15	30%
Build self-confidence.	13	26%

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Practice and make preparation in groups + Encourage yourself to take risks.	1	2%
Encourage yourself to take risks + Build self-confidence.	5	10%
Practice and make preparation in groups + Build self-confidence.	1	2%
Practice and make preparation in groups + Encourage yourself to take risks + Build self- confidence.	4	8%
Total	50	100%

The gathered data show that 30% of the sample claim that encourage themselves to take risks is the solution for anxiety in the oral performance, and 26% of them choose build self-confidence as a solution, while 22% of the informants choose the solution of practice and make preparation in groups. Besides, 10% of them choose encourage themselves to take risks and build self-confidence, whereas 8% choose practice and make preparation in groups, encourage themselves to take risks and build self-confidence, and 2% choose the solution of practice and make preparation in groups and encourage themselves to take risks. Finally, and the rest of the sample 2% believe that practice and make preparation in groups and build self-confidence as solutions for anxiety.

Question eleven: aims at knowing the students' suggestions to their teachers to reduce their anxiety.

The suggestions declared by the students are as follows:

- Divide the students into groups to encourage them to participate.
- Give them fun activities and correct their mistakes nicely.
- Keep them free to talk about the topics they want.

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- Give them time to think before they speak.
- Make competition between the students to motivate them to speak.
- Show interest in what they are saying.

2.7.2. The Teachers' Questionnaire Results:

Question one: teachers' degree:

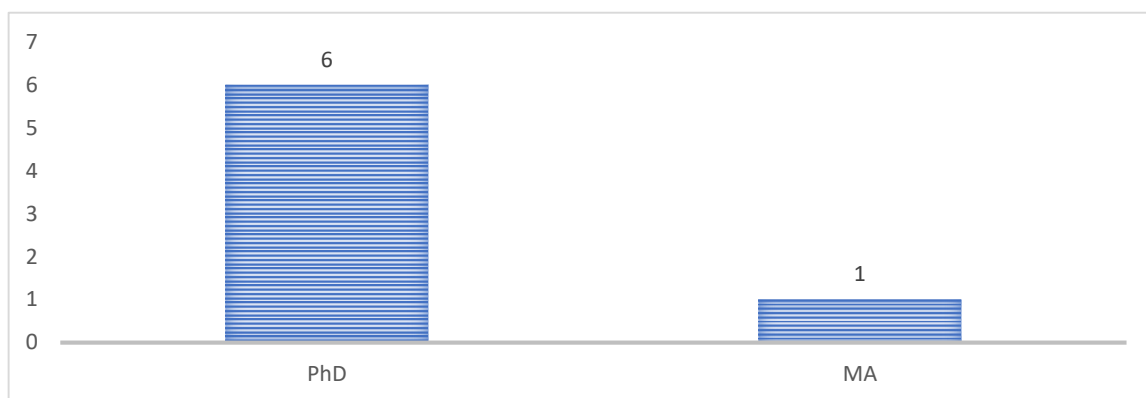


Figure 2.8. Teachers' Degree

The obtained results show that 6 teachers of oral expression hold doctorate degree, and only one of them holds a magister degree.

Question two: how many years have you been teaching?

Table 2.3. Teachers' experience in teaching

Responses:	Participants:
23 years	1
25 years	1
15 years	1
5 years	3
2 years	1
Total	7

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The table above states that 3 teachers have 5 years of experience in teaching and one of them has 32 years of experience, while one of the participants has 25 years as a teacher and another teacher has 15 years of teaching. Whereas the last teacher has 2 years of experience.

Question three: do you think that your students are motivated to attend the oral session?

Most of the teachers state that students are motivated to attend the oral session. However, only 2 teachers claim that not all the students are motivated but some of them due to the absences in each session.

Question four: what is your students' level in the speaking skill?

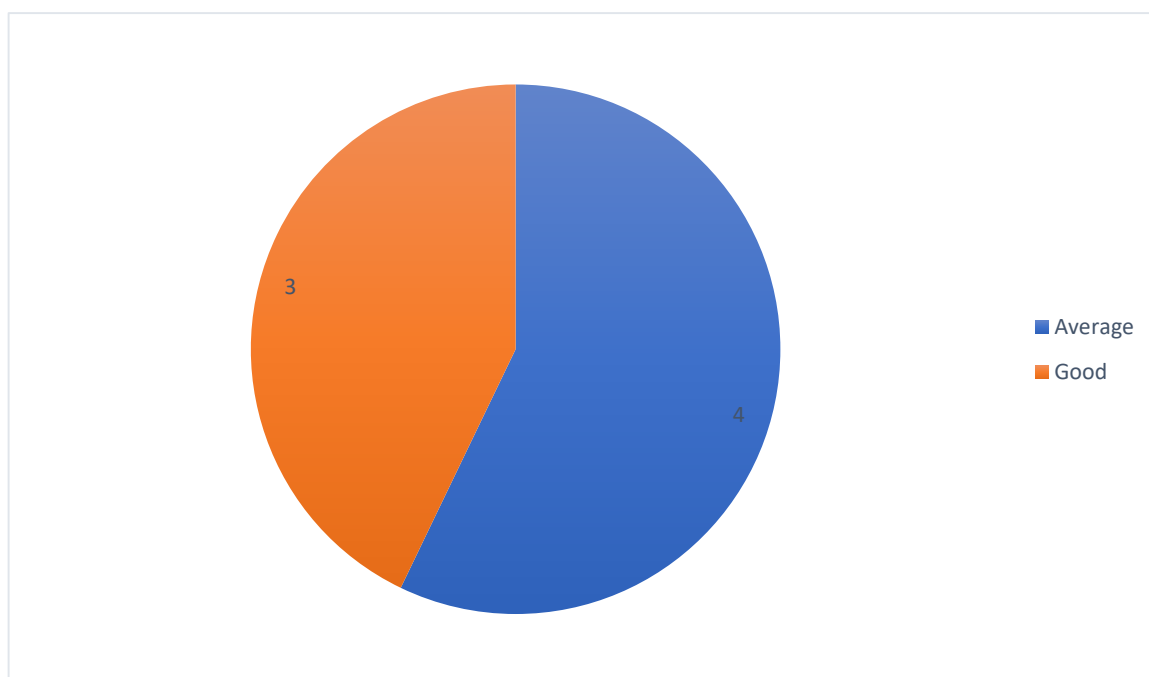


Figure 2.9. Students' Level in the Speaking Skill According to Teachers

According to the obtained results, 4 teachers declare that students have an average level in the speaking skill. However, 3 of the participants claim that students have a good level in the speaking skill.

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Question five: in the oral session, how often do your students participate?

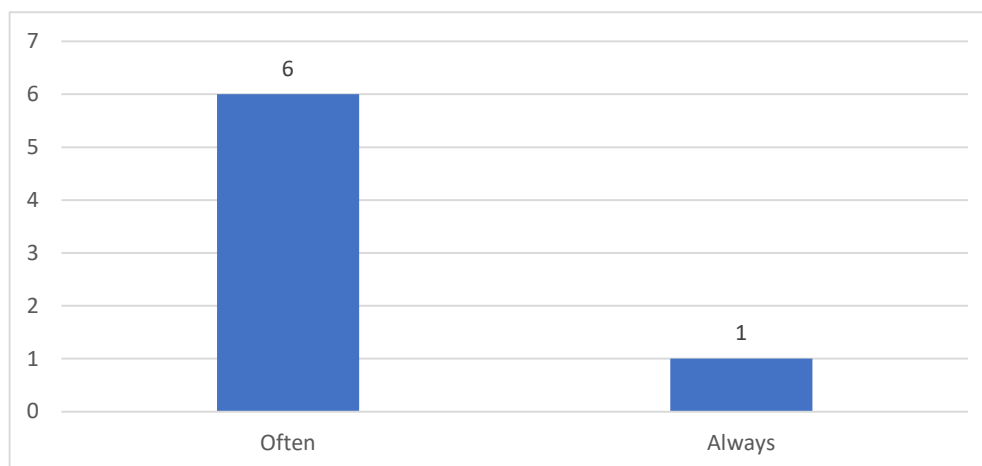


Figure 2.10. Students' Participation in the Oral Session According to Their Teachers

The majority of the participants, 6 teachers agree that students often participate in the oral session, while one teacher states that his students always participate in the oral session.

Question six: do you motivate your students to speak?

If yes, how do you motivate them?

In this question all the teachers claim that they motivate their students to speak.

How teachers motivate their students to speak:

- Ask them for personal experience.
- Choose topics of their interest.
- Prepare presentations.
- Tell them to believe in their abilities.
- Saying jokes and make interactive lectures.

Question seven: in your opinion, which of the four skills is the most stressful to your students?

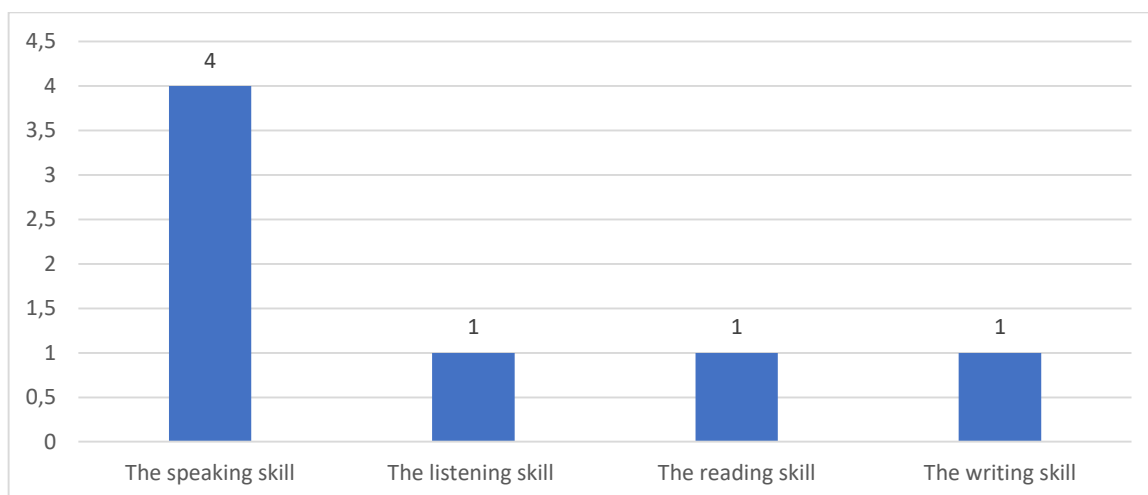


Figure 2.11. Teachers’ Opinions About the Most Stressful Skill to their Students

The results in the graph show that 4 teachers agree that the speaking skill is the most stressful skill to their students. One of the participants choose the listening skill, while another teacher claims that the reading skill is the most stressful skill for his students. And one teacher states that the most stressful skill for his students is the writing skill.

Question eight: do you think that some of your students feel anxious or stressed in oral performance?

The obtained results from this question show that, all the informants agree that some of their students feel anxious or stressed in oral performance.

Question nine: what are the reasons behind this anxiety?

Table 2.4. Reasons of students’ anxiety

The reasons behind anxiety	Participants
The lack of vocabulary+ fear of making mistakes+ fear of being laughed at	2

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The lack of vocabulary+ fear of making mistakes+ fear of being laughed at+ the lack of motivation	1
Fear of making mistakes+ fear of being laughed at+ the lack of motivation	1
Fear of making mistakes+ fear of being laughed at	1
Fear of making mistakes+ the lack of motivation	1
Fear of making mistakes	1
Total	7

The results in the table above show that, 2 teachers choose the lack of vocabulary, fear of making mistakes and fear of being laughed at as the main reasons of students' anxiety, and one of them relates students' anxiety to the lack of vocabulary, fear of making mistakes, fear of being laughed at and the lack of motivation. While another participant relates this anxiety to fear of making mistakes, fear of being laughed at and the lack of motivation. Another teacher states that fear of making mistakes and fear of being laughed at are the reasons of students' anxiety, one teacher also states that fear of making mistakes and the lack of motivation are the main reasons. Whereas only one teacher chooses fear of making mistakes as a reason of students' anxiety.

Other reasons stated by the teachers are summarized as follow:

- Lack of self-confidence.
- To speak for an assessment.
- Spontaneous speech without being prepared.
- Asking them to speak when they are not expected to.

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Question ten: in your opinion, which type of activities that make your students anxious?

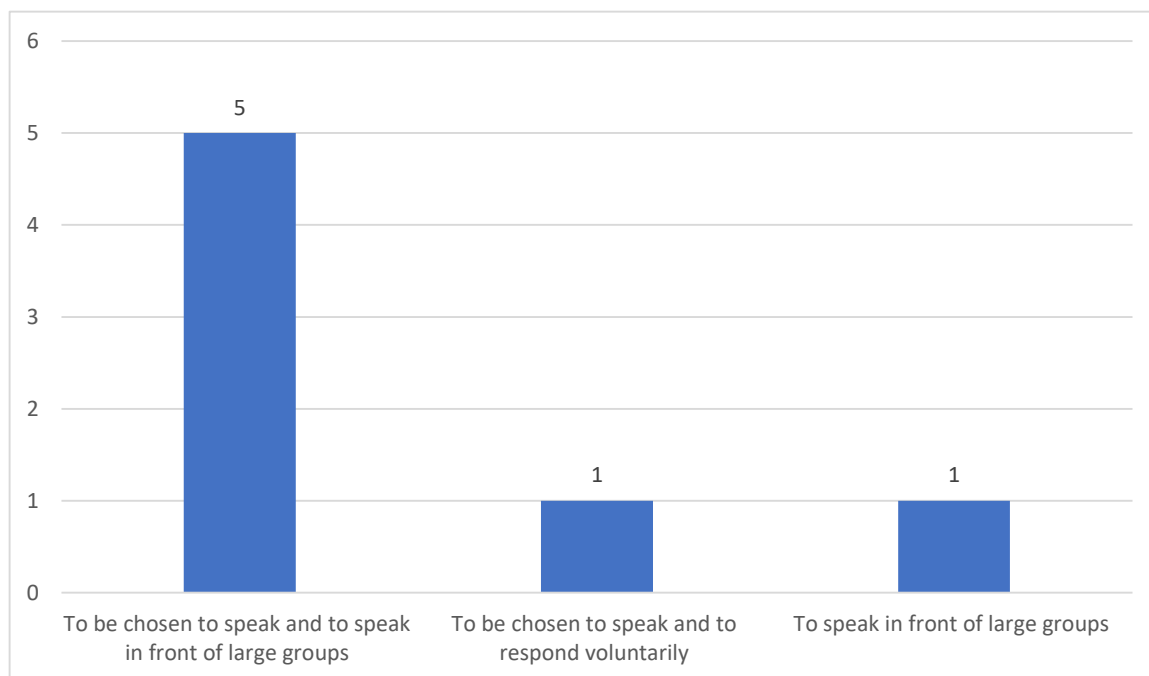


Figure 2.12. Teachers' Opinions About the Activities that Make Students Anxious

Concerning this question, the majority of the teachers (5) state that to be chosen to speak and to speak in front of large groups are the activities that make their students anxious. However, one of the participants claims that the activities that make students anxious are to be chosen to speak and to respond voluntarily. While only one teacher relates this anxiety to the activity to respond voluntarily.

Other activities stated by the teachers:

- To speak in front of people they do not know (other groups).

Question eleven: what do you suggest in order to reduce anxiety in 1st year EFL students' oral performance?

The suggestions stated by the teachers in order to reduce students' anxiety are as follows:

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- To tell them that making mistakes while speaking is a normal thing because they have only this opportunity to speak in class to develop their speaking skill.
- Encourage them to practice on their speaking skill outside the classroom.
- They should build self-confidence.
- They should enrich their vocabulary by reading.
- To design the maximum of activities in which students are involved.
- To be easy going in terms of mistakes, because having less focus on their accuracy will automatically enhance their fluency.
- To elaborate interactive teaching/ learning materials.

2.6.3. Classroom Observation:

The classroom observation was conducted with 1st year EFL students, during four sessions of oral expression in the morning from 11:45 until 13:00 and was done in two groups in the first semester. The students were observed when they did group discussion and presentations were done individually and prepared before.

In the beginning of the session, the teacher reviewed the previous lesson then the lecture started. The researchers saw and analyzed the students' speaking in group discussion and presentations and based on the observation results the majority of students were trembling when they speak. This symptom appeared in both girls and boys, it was seen when the students did presentations in front of their classmates, they did presentation reading from papers while they were presenting the paper was shaking too because they trembled.

The second observable symptom shown by the students is remaining silent. During the group discussion, five students (boys) only kept silent the whole session when the other students tried to participate and talked, also four of them did not present their works although it was considered as a part of the TD mark. In addition to this, it

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was observable that some students run to sit in the back row, particularly boys, they also escape from the speaking situation most of the time by being hidden at the back places and avoiding eye contact with the teacher by lowering their heads and touching their pens and books. Also, when they present the majority of them could not look at their classmates. This was observed in both genders.

It had also been noticed that most of them prepared short presentations to avoid speaking in front of their classmates in a fast speech, and some of girls speak in a low voice almost audible. The next observable symptom is that when they spoke their voice was shaking due to their stress, also it has been observed that the majority of them made pronunciation and grammar mistakes with the lack of vocabulary in both girls and boys. In addition to the above remark, some stuttering symptoms were revealed during presentation, by saying “Emm, Emm...” or “Ah...” and repetition.

In the first and second sessions of observation, there was only eleven students who attend the oral expression the majority of them were girls, then the latecomers began to come (6 students), the teacher allowed them to enter despite their delay (15 to 30 minutes) but she gave them a warning, while in the third and fourth sessions the number of students was considerable because they had to present their works. When they did a group discussion the teacher did not select who should speak but gave them the chance to volunteer and answer. There were only six members that participated during the whole session with verbal reinforcement from the teacher such as “Good”, “Excellent”. The teacher used her mobile to make the students able to listen to a conversation because the session was in a normal room although they need a laboratory room. Also, when the teacher saw some members silent (especially some boys) she tried to speak about football to make them speak, this is what attracted the attention of these students and made them engaged with the discussion.

Before the presentations of the students, the teacher gave them some pieces of advice about good speech, and her motivation of the students to speak and do not be shy or fear was observed during all the sessions, each time she said “we are all here to learn”, and when they read from their papers she asked them to give her a summary about what they said without looking to their papers.

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2.7. Discussion of the Main Results:

Reducing anxiety is very important when speaking because the speaking skill is one of the most important communication tools, but anxiety in oral performance is a really big problem for students. In this context the researchers have given at the beginning of the investigation three hypotheses. The first one was that the majority of students feel anxious in oral performance. Therefore, from the results that were gathered from students' questionnaire, teachers' questionnaire and classroom observation it was shown that the majority of students really feel and suffer from anxiety in oral performance (figure.2.5., the results of question 8 in teachers' questionnaire).

While in the second hypothesis, the researchers hypothesized that the reasons behind this anxiety are the lack of vocabulary, fear of making mistakes, fear of being laughed at and the lack of motivation. The obtained data from both students' and teachers' questionnaire that was addressed to 1st year EFL students and the teachers, revealed that the reasons behind this anxiety are related to the lack of vocabulary, fear of making mistakes, fear of being laughed at and the lack of motivation (figure.2.6 and table.2.4).

And for the last one, the researchers suggested that the solutions of anxiety include practice and make preparation in groups, encourage themselves to take risks and build self-confidence. This hypothesis was confirmed by students' answers to the questionnaire and the results show that the solutions of anxiety include practice and make preparation in groups, encourage themselves to take risks and build self-confidence (table.2.2).

From the obtained data in this investigation, it can be concluded that the three hypotheses presented by the researchers are valid and confirmed.

2.8. General Suggestions and Recommendations:

The researchers in this part provide some suggestions and recommendations to reduce anxiety in 1st year EFL students' oral performance.

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For teachers:

- Teachers should build a good relationship with students and be friendly with them to make them feel comfortable when they speak.
- Teachers should be positive and motivate students to speak.
- The use of fun activities by the teachers can be very helpful and make the students enthusiastic to speak.
- Asking them to work in groups in order to create interaction between them, and this will encourage them to speak.
- Teachers should keep students free to talk about the topics they want.
- Teachers should avoid selecting randomly who should speak because this makes them feel anxious when they speak, and give them the chance to respond voluntarily.

For students:

- Students must know that making mistakes while speaking and performing is part of their learning.
- Students should do an extensive practice outside the classroom on their speaking skill to avoid making mistakes while performing.
- Students should build self-confidence and take risks to speak in class because speaking in class is the only opportunity for them to develop themselves.
- Students should build friendly relationships between their classmates to perform comfortably.
- Students should read to enrich their vocabulary to be able to speak about any topic at any time without any feeling of anxiety or stress.

2.9. Conclusion:

In this second chapter, the concern is on research instruments, the sample population of the study, and data analysis followed by a discussion of the main results obtained from the two research tools (the questionnaire and classroom observation). In

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addition, the research questions and hypotheses have been answered and confirmed in this chapter, and from the results obtained we conclude that the majority of 1st year EFL students suffer from anxiety in oral performance due to the reasons mentioned previously. Also, the researchers have presented some suggestions and recommendations to EFL students and teachers to reduce anxiety in oral performance.



General conclusion

General Conclusion :

Many EFL learners are excited to master English language and control its rules and pronounce it correctly. However, several factors interfere with learning process including the emotional aspects, which have a significant impact on students learning such as speaking anxiety. Speaking anxiety is a psychological condition related to the use of a foreign language. After all, anxiety is a common occurrence and most of us may at one time or another feel anxious. This is why this current investigation aimed at investigating this interesting phenomenon in 1st year EFL students with the focus on its reasons and concrete activities that may help students to overcome their anxiety.

Through the results obtained from the research tools (a questionnaire for learners, a questionnaire for teachers and classroom observation), the three hypotheses that were proposed by the researchers in the beginning of the research were confirmed. The results revealed that the majority of 1st year EFL students feel anxious in oral performance, thus, the first hypothesis was confirmed. And with regard to the second hypothesis which assumed that the reasons behind this anxiety are the lack of vocabulary, fear of making mistakes, fear of being laughed at and the lack of motivation. The findings revealed that these reasons are the main cause of students' oral performance anxiety, therefore the second hypothesis was also confirmed. The results also showed that the solutions of oral performance anxiety may include practice and make preparation in groups, encourage themselves to take risks and build self-confidence. These results confirmed the third hypothesis which assumed that the solutions may include practice and make preparation in groups, encourage themselves to take risks and build self-confidence.

For the limitations that hinder any research work, this investigation also faces some limitations and the main one was the lack of teachers' collaboration to answer the questionnaire. In the end of this work some recommendations were addressed for both teachers and students to help in reducing students' oral performance anxiety. Indeed, this research would also suggest another debate for further research on which gender is more affected by anxiety in oral performance.

Finally, we can conclude that anxiety is a really big problem that EFL learners face. It contributes to reducing their learning in general and the speaking skill in

General Conclusion :

particular. Therefore, solutions to overcome this phenomenon, are to be taken into consideration.



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Appendices

Appendix A:

learners' Questionnaire

Dear students,

This questionnaire is part of our research. It aims to investigate anxiety in your oral performance. Read the following questions carefully and choose the right answer. We would be very grateful if you help us by your answers and suggestions.

1-Gender:

a-Male

b-Female

2-Do you like to attend the oral English session?

a-yes

b-No

3-How can you evaluate your level in the speaking skill?

a-Good

b-Average

c-Weak

4-In the oral session, how often do you participate?

a-Always

b-Often

c- Sometimes/rarely

d-never

5-Does your teacher encourage you to speak?

a-yes

b- No

6-Which of the four skills is the most stressful to you?

a-The listening skill

c-The Reading skill

b- The Speaking skill

d-The writing skill

7-Do you feel anxious or stressed in oral performance?

a-Yes

b-No

8- Is this feeling of anxiety due to:

a-The lack of vocabulary

Appendices:

b-Fear of making mistakes

c-Fear of being lunged at

d-The lack of motivation

e-Other, precise.....

9-Which type of activities that make you anxious?

a-To be chosen to speak

b-To speak in front of large groups

c-To respond voluntarily

e-Other, precise.....

10-What do you think you can do in order to reduce anxiety?

a-Practice and make preparation in groups

b-Encourage yourself to take risks

c-Build self-confidence

e-Other, precise.....

11-What do you want from your teacher to do in order to reduce your anxiety?

.....
.....
.....

Thank you for your cooperation.

Appendix B:

Teachers' Questionnaire

Dear teachers,

The questionnaire aims at gathering information about anxiety in 1st year EFL students' Oral performance. We would be very grateful if you could provide us with your answers, comments and suggestions.

1-Could you please Sir/ Miss introduce your degree:

.....

2-How many years have you been teaching?

.....

3-Do you think that your students are motivated to attend the oral session?

.....

.....

4-What is your students' level in the speaking skill?

a-Good b-Average c -Weak

5-In the oral session, how often do your students participate?

a-Always b-Often c- Sometimes/rarely d-never

6-Do you motivate your student to speak?

a-yes b- No

If yes, how do you motivate them?

.....

.....

Appendices:

7-In your opinion, which of the four skills is the most stressful to your students?

- a-The listening skill
- b-The Speaking skill
- c-The Reading skill
- d-The writing skill

8-Do you think that some of your students feel anxious or stressed in oral performance?

- a-Yes
- b-No

9-What are the reasons behind this anxiety?

- a-The lack of vocabulary
- b-Fear of making mistakes
- c-Fear of being lunged at
- d-The lack of motivation
- e-Other, precise.....

10-In your opinion, which type of activities that make your students anxious?

- a-To be chosen to speak
- b-To speak in front of large groups
- c-To respond voluntarily
- e-Other, precise.....

11-What do you suggest in order to reduce anxiety in 1st year EFL students' oral performance?

.....
.....

Thank you for your cooperation.

الملخص:

تعتبر مهارة التحدث من أهم المهارات في تعلم اللغة ، ومع ذلك ، قد يكون إتقانها صعباً بالنسبة لمعظم الطلاب ، لأن القلق قد يعيق أدائهم الشفوي وتطوره. تبحث الدراسة الحالية في القلق في الأداء الشفوي لطلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية وتهدف إلى التحقق من قلق طلاب السنة الأولى من اللغة الإنجليزية كلغة أجنبية أثناء التحدث والأداء الشفهي وما هي الأسباب الرئيسية لقلقهم. علاوة على ذلك ، تحاول إيجاد بعض الحلول لهذه المشكلة. تم إجراء دراسة حالة في قسم اللغة الإنجليزية بجامعة تلمسان تضم خمسين طالباً في السنة الأولى وسبعة مدرسين للتعبير الشفهي ، بالاعتماد على الأدوات التالية: استبيان (واحد للمتعلمين وآخر للمعلمين) ومراقبة الفصل. يتم تحليل النتائج كمياً ونوعاً. تظهر النتائج أن غالبية طلاب اللغة الإنجليزية كلغة أجنبية الأولى يشعرون بالقلق في الأداء الشفهي. بالإضافة إلى ذلك ، فإن نقص المفردات ، والخوف من ارتكاب الأخطاء ، والخوف من السخرية ، وقلة الحافز هي الأسباب الرئيسية لقلقهم في الأداء الشفهي. إلى جانب بعض التوصيات المقترحة للمتعلمين والمعلمين لتقليل القلق من الأداء الشفهي. وبناءً على ذلك ، فإن هذا التحقيق يؤكد أن القلق مشكلة خطيرة يعاني منها غالبية الطلاب ، كما أن تقليده في الأداء الشفهي أمر ضروري للغاية لما له من عواقب سلبية على عملية التعلم ومهارة التحدث.

Résumé:

La compétence oral est considérée comme l'une des compétences les plus importantes dans l'apprentissage des langues, cependant, la maîtriser peut être difficile pour la plupart des étudiants, car l'anxiété peut entraver leur performance orale et son développement. La présente étude examine l'anxiété dans la performance orale des étudiants EFL de 1ère année et vise à vérifier l'anxiété des étudiants EFL de 1ère année lorsqu'ils parlent et se produisent oralement et quelles sont les principales raisons de leur anxiété. En outre, il tente de trouver des solutions à ce problème. Une étude de cas est menée au sein du département d'anglais de l'université de Tlemcen auprès de cinquante étudiants de première année et de sept professeurs d'expression orale, en s'appuyant sur les instruments suivants : questionnaire (un pour les étudiants et un autre pour les enseignants) et observation en classe. Les résultats sont analysés quantitativement et qualitativement. Les résultats révèlent que la majorité des étudiants de 1ère EFL se sentent anxieux dans la performance orale. De plus, le manque de vocabulaire, la peur de faire des erreurs, la peur de se moquer et le manque de motivation sont les principales raisons de leur anxiété à l'oral. Par ailleurs, certaines recommandations sont suggérées aux apprenants et aux enseignants pour réduire l'anxiété liée à la performance orale. Sur cette base, cette enquête souligne que l'anxiété est un problème grave dont souffrent la majorité des étudiants et qu'il est essentiel de la réduire dans la performance orale en raison de ses conséquences négatives sur le processus d'apprentissage et la capacité d'expression orale.

