Investigating Students' and Teachers' Perspective Towards the
Effect of Anxiety on EFL Students' Oral Presentations
The Case of Second Year License Students of English at Larbi
Ben M'hidi University, Oum El Bouaghi

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Dedications

Every challenging work needs self efforts as well as guidance of elders, especially those who were very close to my heart.

I dedicate my humble effort to the most precious people in my life:

First to my mother the best mother in the world and the star of my life

I thank God for you. Without you, none of this would have even been possible

Your love is reflected in my work

Next, to my father

To the people who believe in me my lovely brothers: Hamza, Youcef, and Ahmed Dia Din

To my sweet sisters: Amina (Hibi), and Bouchra

To my best friends: Sarra Hossini, and Wided Hadjris

To all my teachers

I
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Abstract

Language anxiety has been proven to be one of the most important examined variables in both psychology and education (Horwitz, 2001). For this reason the main purpose of this study is to uncover the possible link between FL anxiety and students’ speaking performance. It also seeks to assess both teachers’ and second year LMD students’ perspectives towards the effect of anxiety on EFL students’ performance in oral presentations at the English department of Oum El Bouaghi University. It similarly tries to identify possible internal or, external factors that make the participants more anxious when performing orally in classroom in order to be able to suggest the most appropriate strategies capable of reducing EFL second year students’ anxiety, during oral presentations. To achieve the present investigation main interests, a descriptive method was used. Two questionnaires were administrated to (40) EFL students and (10) English language teachers at the English department of Oum El Bouaghi University. Research finding revealed that both teachers and students hold negative perspectives towards anxiety and that most EFL students feel anxious when presenting a task orally. Results as well asserted that anxiety affected students’ speaking skill in particular. Surprisingly, students’ and teachers’ responses revealed that both teachers and students seem aware about reasons behind second year LMD students’ anxiety and knowledgeable about strategies capable of minimizing FL anxiety during oral presentations.

Keywords: EFL students, anxiety, oral presentations
List of Abbreviations

EFL: English as a Foreign Language
FL: Foreign Language
FLCA: Foreign Language Class Anxiety
FLCAS: Foreign Language Class Anxiety Scale
L2: Second Language
SLA: Second Language Acquisition
TAQ: Test Anxiety Questionnaire
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Résumé

ملخص
**General Introduction**

Learning English as a foreign language is widely spread in the last years. It is due to the inter-relationship between people and communities. Teaching and learning processes have an inter-related aims with the pedagogy and psychology of the learner. In 1970’s, the second language acquisition researchers influenced by the domain of psychology, they started to study the important role of personality and motivation variables in SLA (Shams, 2006). Most psychologists argued that in order to achieve learning process in classroom, we must take in account two main things learner’s needs and interest (Samimy, 1994). Due to the globalization learner’s need is changed from linguistic competence to communicative competence, the learner needs to speak and communicate in the target language fluently in different contexts. Learning English as foreign language is becoming a great deal, the learner who wants to learn a new language automatically he faces a set of obstacles and difficulties. Among the different affective variables in English learning, anxiety has been classified as the most important variable in foreign language learning investigations because of the negative impact in students learning process. Anxiety is defined from different perspectives. Horwitz (2001) defined anxiety as “a feeling of tension, apprehension, and nervousness associated with the situation of learning foreign language”. Anxiety is a real life issue; foreign language students’ may experience anxiety at different levels. Horwitz and Young (1991) mention three major sources of anxiety such as: communication apprehension, test anxiety and fear of negative evaluation. Anxiety provokes negatively learning achievement and speaking successfully the FL. Foreign language students’ should take in consideration that learning to speak FL is more difficult than learning to speak the mother language. The major purpose of this research is to find out whether EFL students feel anxious or embarrassed while learning to speak English and what are the consequences that students reported. Moreover, discussing the factors or the sources that may make speaking English more stressful in some situations.
The second aim is to give attention to the speaking anxiety issue in FL classroom, and what are the important strategies that teachers should follow in order to reduce anxiety.

The dissertation is divided into two chapters. The first chapter is divided into two sections. In the first section, anxiety is defined. It as well highlights the relation between anxiety and language learning, and discussed the two main theoretical approaches of anxiety in foreign language (FL) learning. Moreover, it states the types of anxiety. It also tackles the instrument for measuring language anxiety, and we highlight the relationship between anxiety and other individual differences such as, motivation, language proficiency, learning strategies, and gender.

The second section is more concerned with anxiety in speaking activities and oral presentations. First, speaking skills is defined and the different types of speaking tasks are determined. In addition, the section highlights the speaking difficulties faced by EFL learners. Moreover, it discusses several linguistic problems that promote speaking anxiety and states the main sources of EFL learners speaking anxiety. Finally, it suggests some strategies to eliminate anxiety.

The second chapter is a practical one. It seeks to reveal realities about students’ and teachers’ perspectives towards EFL students’ anxiety during oral presentations. It also aims to find out the main causes of students’ anxiety during oral presentations and to elicit information about teachers’ and students’ employed strategies to reduce anxiety during oral presentations.

1. Statement of the Problem

The students of foreign language suffer from various difficulties during EFL students’ learning process. They learn a new language and new cultural concepts. This change leads to face obstacles which may make the study more difficult. These difficulties may be related to variety of complex psychological constructs such as communication apprehension, lack of
self confidence, and anxiety. Learners, teachers, and researchers of foreign languages are well aware that anxiety inhibit learning, and the production of a foreign language. Anxiety is one of the most negatively influential affective factors, which prevents learners from successfully learning a foreign language. Anxiety makes learners of foreign language feel nervous and uncomfortable in classroom, when they perform or present a certain task orally. The problem in this study concerns the negative influence of anxiety on students’ oral presentations in EFL classroom.

2. Aims of the Study

The purpose of this study is to examine anxiety and its effect on EFL students’ during oral presentations in the classroom from both students’ and teachers’ perspective. Moreover; it aims to discover the main sources of EFL students’ anxiety during oral presentations. Also, this study seeks to find the appropriate strategies that teachers and students can follow to minimize and eliminate EFL students’ anxiety during oral presentations.

3. Research Questions

Q1. What are teachers’ and students’ perspectives towards anxiety?

Q2. What are the major sources of EFL students’ anxiety during oral presentations?

Q3. What should EFL teachers and students do to reduce oral presentations’ anxiety?

4. Research Hypotheses

The present research is based on the following hypothesis:

H1. Both students and teachers hold negative perspectives towards anxiety.

H2. Anxiety has a negative impact on EFL students’ oral presentations.

H3. The fear of negative evaluation is the main source of students’ anxiety during oral presentations.

H4. Both teachers and students should use different affective strategies to reduce oral presentations’ anxiety.
5. Methodology of the Research

In this research, a representative sample was selected because of time, feasibility, and quality. The investigator opted for second year because they study English for two years at university and seven years at middle and secondary schools, and this is enough time to be advanced student. Moreover, they are aware about the university system and about anxiety in general and EFL learning anxiety in particular.

Random sampling was chosen because there is a high level of objectivity. The respondents were teachers and students at the department of English at Oum El-Bouaghi University. In the study, a descriptive method seems appropriate in order to discover the students’ and teachers’ perspectives about anxiety and its effect on EFL students’ oral presentation. A descriptive method is used because it seems to be the appropriate one to gather data about our informants’ perspectives.

Two questionnaires were used one for students and the other one for teacher. The first questionnaire was administrated to (40) students of second year (LMD). The questionnaire seeks to identify students’ perspectives about anxiety in general and speaking anxiety in particular. The second questionnaire was administrated to (10) teachers at the English department of Oum EL Bouagi University. It equally aims to gather date about teachers’ perspectives towards anxiety in general and speaking anxiety in particular. It as well probed to assess teachers’ awareness about their learners’ reasons of anxiety and invited teachers to suggest ways to reduce their learners’ anxiety.


The dissertation is divided into two chapters. The first chapter is divided into two sections. In the first section, anxiety is defined. It as well highlights the relation between anxiety and language learning, and discussed the main theoretical approaches of anxiety in foreign language (FL) learning. Moreover, it seeks to shed light on the development of language
anxiety, and the types of anxiety. It also tackles the instrument for measuring language anxiety, and suddenly, we highlight the relationship between anxiety and other individual differences such as, motivation, language proficiency, learning strategies, and gender.

The second section is more concerned with anxiety in speaking activities and oral presentations. First, the speaking skill is defined and the different types of speaking tasks are determined. In addition, the section highlights the speaking difficulties faced by EFL learners. Moreover, it discusses the several linguistic problems that promote speaking anxiety and states the main sources of EFL learners speaking anxiety. Finally, it suggests some strategies to eliminate anxiety.

The second chapter is a practical one. It seeks to reveal realities about students’ and teachers’ attitudes towards EFL classroom anxiety. It also aims to find out the main causes of learners’ speaking anxiety and to elicit information about teachers’ and students’ employed strategies to reduce anxiety, during oral presentations.
Chapter One: Theoretical Background

Section One: Anxiety in EFL Class

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Chapter One: Theoretical Background

Section One: Anxiety in EFL Class

Introduction

When learning a new language students are influenced by internal and external factors. Anxiety is concerned as the major factor which provokes foreign language learning achievement. English foreign language students usually suffer from high level of anxiety during their learning process. Anxiety is a real obstacle which causes a set of learning difficulties such as: mental block, lack of self confidence, and self esteem. Studies confirmed the direct link between affective factors as anxiety and students’ language learning achievements. For this reason this section attempts to reveal realities about such relationship. It also seeks to tackle types of anxiety, and name instruments for its measuring. Finally, it tries to involve the relationship between anxiety and other individual differences.

1.1.1. Definition of Anxiety

Oxford Advanced Learner’s Dictionary (2000, p. 46) defined anxiety as “the state of feeling nervous or worried that something bad is going too happened“. Similarly, Cambridge Dictionary defined it as “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future, and something that causes a feeling of fear and worry”.(Cambridge online Dictionary of English, 1995). Several psychologists succeed to give a more comprehensive definition to the concept of anxiety.

According to Scovel (1978, p. 34) anxiety is “an emotional state of apprehension, a vague fear that is only indirectly associated with an object“. On his turn, Spilberger (1983) considered anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system“(p. 1). It is obvious that psychologists relate anxiety to the individuals’ emotional state.

On what regards FL anxiety, Gardner and Macintyre (1993, p. 158) defined anxiety as
“The apprehension experienced when a situation requires the use of second language with which the individual is not fully proficient”. In addition, Macintyre (1999) stated that language anxiety involves the “worry and negative emotional reaction when learning, or using a second language” (p. 27). Also, Arnold and Brown (1999, p. 8) defined anxiety as “a quite possibly the affective factor that most pervasively obstructs the learning process“. Furthermore, Horwitz (2001) defined anxiety as “a feeling of tension apprehension, and nervousness associated with the situation of learning a foreign language” (p. 113). Thus, it seems that these authors share the same perspective about anxiety and consider it a feeling of nervousness, stress, and tension in particular situations, when these situations require the use of foreign language.

1.1.2. Anxiety and Language Learning

Anxiety is defined as “perceived intuitively by many language learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education” (Horwitz, 2001, p. 113). Foreign Language Class Anxiety (FLCA) influenced individual’s differences in foreign language achievement, and differences in language learning. Anxiety can totally prevent learners from achieving their goals in the learning process because anxious learners are all the time fearful, and do not feel comfortable in classroom. Anxiety is one of the main blocking factors in learning a foreign language as Nascent (2001, p. 18) said that “Among other affective variables, anxiety stands out as one of the main blocking factor for effective language learning”. Horwitz et al. (1986) stated that “anxiety is a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128).

FLCA is likely to be measuring learners’ perceptions of their learning skills and conclude that “language learning skills play a confounding role in theories that suggest that anxiety
plays a primary role in foreign language proficiency and achievement” (Sparks & Ganschow, 2007, p. 279). Many research argue that anxious foreign language learners are less likely to participate and to volunteer to answer a given activities in classroom especially oral activities such as, presenting, and speaking. According to many anxiety studies learners with high levels of anxiety communicate less frequently than their peers with low anxiety (Macintyre & Gardner, 1991). In other words, anxious learners tend to avoid difficult linguistic structures and try to use just a simple, less complex, and interpretive speech. Furthermore, anxious learners are not capable to take the risk to be communicator in the foreign language. They think all the time about the reaction and the negative evaluation of others such as, their teacher, or their classmates rather than thinking about the task. Also, anxious learners are said to be less self confidence and have exaggerated self awareness about their answers.

Macintyre and Gardner (1989, p. 252-253; 1994, p. 10) confirmed that “foreign language anxiety affects the three main stages of foreign language learning process: input, retrieval (processing), output”. Anxiety in the input stage represents the learners’ apprehension, fear, and stress when facing new words, phrases, or sentences for the first time in the foreign language. The level of anxiety in this stage influences negatively the learners’ capacities and abilities to receive, to grasp, to understand, to concentrate, and to encode external stimuli. The anxious learners consume more time in order to listen, re-read, and repeat many time the same item in the foreign language. In the second stage, the retrieval (processing) stage anxiety represents how learners reorder, or organize thoughts and ideas in the mind. The high level of processing anxiety may reduce the learners’ ability to understand easily the message, or to learn rapidly a new vocabulary items in the foreign language. The output anxiety stage refers to the various difficulties that learners face when they produce, interpret, or express thoughts and feelings by speaking or writing in the foreign language.

1.1.3. Approaches to the Study of Anxiety in Foreign Language Learning
There are two different approaches to the study of anxiety in language learning which are: the anxiety transfer and the unique anxiety approaches (Horwitz & Young, 1991; Macintyre, 1999).

1.1.3.1. The Transfer Anxiety Approach

The assumption underlying the anxiety transfer is that anxiety experienced in second language context is result of transfer of other forms of anxiety into the FL domain. Anxieties in the FL context are considered as either as the manifestation of general trait of anxiety, or as the transfer of some situation specific anxiety (Macintyre & Gardner, 1991; Macintyre, 1999). In other words, individuals who suffer from anxiety or experience anxiety in particular situation are supposed to have a predisposition to experience anxiety when learning or using a foreign language. Moreover, a previous anxious experience relating to learning can influence negatively the foreign language learning process in EFL classroom. Previous studies that investigate anxiety transfer theory have contradictory results (Macintyre, 1999). Some studies found a positive relationship between anxiety and FL/L2 performance (Kliemman, 1977). However, others found a negative relationship between them (Bartz, 1974 in Young, 1994), and others found no significant relationship (Westcott, 1973 in Young, 1994). To sum up, researchers had “neither adequately defined foreign language anxiety nor described its specific effects on foreign language learning” (Horwitz et al., 1986, p. 28). The transfer anxiety was not supported by empirical findings.

1.1.3.2. The Unique Anxiety Approach

The assumption behind the unique anxiety theory is that language learning produces a unique type of anxiety. This theory is based on Gardner’s hypothesis (1985, p. 34) “a construct of anxiety, which is not general, but instead is specific to the language learning context is related to second language achievement”. In other words, anxiety experienced in L2/FL contexts is seen as a situation-specific anxiety created by the experience of learning
and using L2. The unique anxiety approach is the more fruitful one, and the more reasonable and feasible hypothesis. The unique anxiety studies used a particular measures of anxiety related to specific L2 context, it indicates an inverse relationship between L2 anxiety and various measures of L2 performance (Gardner, Smythe, & Lalonde, 1984).

1.1.4. Types of anxiety

Anxiety is a complex situation; it refers to the emotional and the psychological feelings of an individual. As many studies confirm that anxiety influences negatively the process of learning English as a foreign. Janassen and Grabowsky (1993) classified anxiety in two main parts, worry and emotionality; worry is related to the cognitive component and emotionality related to the disorder and the miss-control of senses. Other researchers have identified several types of anxiety namely, trait and state anxiety, situation-specific anxiety, and facilitating and deliberating anxiety.

1.1.4.1. Trait and State Anxiety

Spielberger (1972) made a distinction between the two types of anxiety: trait and state anxiety. According to Spielberger (1983, p. 1), trait anxiety refers to” relatively stable individual differences in anxiety-proneness, that it, to differences between people in the tendency to perceive stressful situations as dangerous or threatening and to respond to such situations with elevations in the intensity of their state anxiety reaction”. Thus, trait anxiety as (Cox, 2017) defined is ” a personality characteristic that describes the tendency of feel anxious across a variety of situations, while state anxiety refers to the anxiety experienced in a specific situation”. In other words, trait anxiety is the feel of anxious which characterized in a personality among a different situation that person across. Individuals with high levels of trait anxiety are generally nervous people lacking emotional stability (Goldberg, 1993). In contrast, people with low trait anxiety are more comfortable, more relaxed, and calm. In short, trait anxiety is defined by Scovel (1978) as “more permanent predisposition to be
anxious” (p. 479).

In the other hand, state anxiety is” the apprehension experienced at particular moment in time, for example, having to speak a foreign language in the front of classmates” (Cassado & Dereshwsky, 2001, p. 2). It refers also to how a person experiences anxiety (Macintyre, 1999). That is to say that state anxiety is an emotional response or reaction to dangerous situations. State of anxiety may be observed in individual who do not suffer from a high tendency of anxiety.

It assumed to influence more directly cognitive and mental processing activities, and effects negatively personal behavior. In terms of cognition, when people experience state anxiety, they are more sensitive to what other people are thinking of them (Carver & Scheier, 1986). In other words, state anxious person take more time to answer because he thinks a lot about what the others can say or comment. Furthermore, state anxious people have a large imagination about the negative evaluation of the audience. They think about failures, and escape from real life situations.

1.1.4.2. Situation-Specific Anxiety

Situation-specific anxiety is the most common type of anxiety in the level of leaning a foreign language.”Studying anxiety means studying the interaction of the person in the situation producing that anxiety” (Endler, 1980). This type of anxiety is based on a certain assumption which describes particular types of situation which are more likely to produce anxiety than other types. This type of anxiety differs from one situation to another. The same person may feel anxious in one situation and not in other situations. For example, taking an exam, or performing orally in public.

Most of EFL students argue that the teacher affects their concentration by interrupting them in classroom, and teacher over-correcting students when they speak for instance, that is to say that teacher is the major source of student’s anxiety. Price (1991) claimed that the
teacher plays an important role in both increasing and decreasing EFL classroom anxiety. Thus, he/she should create a safe atmosphere in classroom by using several techniques of motivation, and encouraging students when performing in FL.

1.1.4.3. Facilitating and Debilitating Anxiety

Contrary to the other views, Scovel (1978) claimed that “anxiety may facilitate the foreign language learning process and it also keeps students on alert”. Facilitating anxiety is beneficial for performance. However, debilitating is harmful to performance. Moreover, Horwitz (1990) found that anxiety is only helpful for simple learning tasks not for more difficult ones. Thus, there are two opposite views about the effect of Foreign Language anxiety on language learning; facilitating anxiety enforces students to achieve their goals (progressing and developing in language learning process). In this respect, Scovel (1983) stated that facilitating anxiety pushes students to use extra efforts to reduce their feeling of anxiety, to improve their abilities, and to facilitate the learning process. On the other hand, debilitating anxiety inhibits language learning.

Many studies indicated the negative effect of debilitating anxiety especially once associated with performance in speaking and writing tasks (Young, 1986). Furthermore, debilitating anxiety creates an obstruction and difficulties to learning. According to William (1983) the distinction between the two kinds of anxiety facilitating and debilitating is related to the level of anxiety, “low anxiety state having facilitating anxiety and high anxiety state having debilitating effect” (p. 98). The appropriate level of anxiety can have a positive role and can motivate students to preserve their efforts in learning process (Na, 2007).

1.1.5. Instruments for Measuring Language Anxiety

Many scales were developed in order to identify the significance of language anxiety. Horwitz et al. (1986, p. 559) described Foreign Language Class Anxiety Scale as “a
self-report measure which assesses the degree of anxiety, as evidence by negative performance expectances and social comparison psycho-physiological symptoms and avoidance behaviors”. FLCAS is used to measure the anxiety of EFL students at the university level. The FLCAS consists of 33 statements which scores on five -points Likert scale, beginning with “Strongly agree”, and ending with “Strongly disagree”. The total results of the scale can range from 33 to 165. These 33 statements are reflected of communication apprehension, test anxiety, fear of negative evaluation and fear of language classes (Horwitz, Horwitz, & Cope 1986).

FLCAS is an important instrument which is used to identify the anxious students who suffer from speaking problems and suggest solutions, advices, and implications to reduce language class anxiety. FLCAS is more useful because it emphasizes more on the causes and reasons of the fear and apprehension. Macintyre, Gardner and Moorcroft (1987) considered FLCAS to be useful because it contains more nature of fear than linguistic products in foreign language learning process. Various researches into anxiety and the four skills used FLCAS: In listening (Kim, 2000; Alkhafaifi, 2005), in speaking (Philips, 1992), in reading in the foreign language (Saito, Horwitz, & Garza, 1999), in writing (Chang, 2002), and in distinguishing elements of anxiety in speaking and writing skills (Cheng, Horwitz, & Schallert, 1999).

1.1.6. Anxiety and other Individual Differences

Besides the various investigating of anxiety on FL learning and performance, researchers give an importance to the study the relationship between anxiety and other learner variables (Aida, 1994; Cheng, 2002; Horwitz, 1990). Among these variables we mention the important one, which are motivation, personality, and aptitude.

1.1.6.1. Anxiety and Motivation

Motivation is “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes
whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out” (Dornyei & Otto, 1998, p. 65). Anxiety and motivation are strongly linked (Macintyre & Gardner, 1991). Clement (1980, 1986) conceptualized anxiety as “a construct closely related to motivation”. Generally, the anxious learner is less motivated compared with the non-anxious one. Moreover, motivation in classroom plays an important role to decrease anxiety. Teachers should design plans which include various strategies and techniques that help to create a motivating atmosphere in classroom. The highly motivated learners do not tend to experience anxiety in the classroom and other L2 situations (Gardner et al., 1997). In other words, a high level of motivation helps learners to be more successful, comfortable, and see the foreign language learning as a positive experience. Horwitz (1996) pointed out that “motivation and ego-investment are to be considered among factors influencing language anxiety”. Also she added a point that “there must be a desire to communicate well in order to worry about how your communicative efforts are perceived” (1996, p. 367). In other words, a highly motivated learner with strong degree of desire to learn a FL may increase anxiety.

1.1.6.2. Anxiety and Language Proficiency

Several studies have found a strong relationship between anxiety and proficiency (Aida, 1994; Gardner, 1985; Gardner, Tremblay, & Masgoret, 1997). In language anxiety there is an observed difference between high and low proficiency; low proficiency student may have more anxiety than high proficiency student (Young, 1991). In other words, learners with low level of anxiety will succeed and develop better their English language learning, however, learners who suffer from a high level of anxiety will fail as they will face difficulties in FL learning.

1.1.6.3. Anxiety and Learning Strategies
Learning strategies are steps taken by the learner to aid the acquisition, storage, and retrieval of information (Rigney, 1978). EFL learners’ use various learning strategies in order to, learn better, and to achieve and develop abilities in the four skills, especially in speaking skills. Learning with a low level of anxiety is due to, the learners’ ability to use different strategies while learning process in classroom. However, learner who is highly anxious is the one who is poor in using learning strategies. Learning strategies can make learning more efficient and decrease learners’ anxiety. Warn and Downing (2000) argued that “learners with good learning strategies may be more motivated and less anxious in learning foreign language”.

1.1.6.4. Anxiety and Gender

Various studies have discovered the relationship between gender and anxiety. Elkhafaifi (2005) suggested that female students often have higher level of anxiety than male in academic settings. Von Worde (2003) argued that female students were more likely to be much apprehensive than male learners. Elkhafaifi found that females and males students are provoked by different levels of anxiety depending on the kind of anxiety experienced; Arab female students presented significantly higher level of language anxiety than male. However, in other studies such as, study in Chine’s high schools, males were found to be more anxious in English classes than females (Zhao, 2007).

Conclusion

To sum up, anxiety is a complex issue in learning English as foreign language. Anxiety has been investigated by many teachers and psychologists from different perspectives. This interest is due to the important impact of anxiety on language learning. This section has consisted of several aspects related to anxiety in learning English as foreign language, and came to the conclusion that anxiety is an important affective variable that affects FL learning both positively and negatively. It can be measured and falls under different types. It also
differs in level according to a number of individual differences. The next section tackled the speaking skill and links anxiety to oral presentations in particular.
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Section Two: Anxiety and Oral Presentations

Introduction

Language is a mean of transferring cultural aspects from one generation to another and from one nation to another. Moreover, it is a mean of communication between people. Teaching and learning a FL is becoming the most common and important thing in the world. The most important aim for teaching English as a foreign language is to enable students to communicate in English and to cope with the different changes among the world. Teachers expect from students to use the language properly and correctly in order to speak confidently. Due to a several reasons such as, the development in science and technology; the need of learning a FL/2L is the main interesting subject in this period. Moreover, globalization is another main reason that motivates people for speak and use a FL/2L in order to achieve a certain goals. Learning a FL in schools is a great deal because it differs from the native language in many levels. The learner of this new language faces a several problems such as, cultural shocks, ambiguity, and anxiety. For this reason, speaking is important not just inside classroom but also outside. Learning speaking English as foreign language is a great deal because of the various factors that prevent learning process. Among these factors anxiety is considered as the most provoking variable. EFL students need to communicate and speak in classrooms but at the same time, they face a set of difficulties. These speaking difficulties may be related to a certain factors such as, lack of motivation, lack of confidence, or fear of negative evaluation.

This section deals with anxiety and speaking skills in general, and the effects of speaking anxiety on oral presentations. First, speaking is defined. Then, various types of speaking tasks are stated. Furthermore, the different speaking difficulties faced by EFL learners and the two main linguistic problems that promote speaking anxiety: Lack of vocabulary income and lack
of appropriate pronunciation are tackled. The section also deals with the relation between anxiety and two types of oral presentations informative and persuasive presentations. It finally addresses the various sources of speaking anxiety namely, negative self perception low self-esteem, competitiveness, negative experience fear of taking the risk, and suggest strategies that might help to reduce EFL learners’ oral presentations anxiety.

1.2.1. Definition of Speaking Skill

Speaking is defined as “an interactive process of constructing meaning that involves producing, receiving and processing information, its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking” (Burns & Joyce, 1997). According to previous research, speaking is divided in two main approaches which are: the bottom- up and the top down approach. For the bottom- up approach is defined speaking as “the production of auditory signals designed to produce differential verbal responses in a listener”. Also speaking is considered as “a combining sounds in a systematic way, according to language specific principles to form meaningful utterances”. The bottom- up approach is adopted by audio-lingualism. This approach suggests that teaching is started by the smallest units-sounds and also moving through mastery of words and sentences to discourse (Combleet & Carter, 2001, p. 18). In other words, bottom- up approach is the transmitting of auditory signals in order to produce a verbal items, words, phrases, or sentences. This should be clear and easy for the listener to understand. Moreover, it is a systematic combination of sounds by using meaningful utterances which differs from one situation to another. This approach focuses on learning the smallest and easiest units-sounds and moving to the more complex units and mastering words, or sentences. In the other hand, the top down approach defines speaking as “a two- way process involving a true communication of ideas, information or feelings” (Eckard & Kearny, 1981). Furthermore, Burns and Joyce (1997) defined speaking as “an interactive process of constructing meaning that involves producing, receiving and
processing information”.

1.2.2. Types of Speaking Tasks

In order to achieve and support speaking fluency in class, teachers should vary the type of speaking activities he/she uses in class. This variety of activities creates a healthy and comfortable atmosphere. Which helps to develop communicative abilities in classroom because before all; teaching speaking fluency is based mainly on practice. So, it requires providing students with the necessary communicative task (Thombury, 2007). Classroom speaking activities can vary from information gap activity, from role play, to storytelling, to interviewing.

1.2.2.1. Information Gap Activity

According to many researchers, informative gap activity is important tasks in order to learn new vocabulary items fluently. This cognitive task is based on memorizing and thinking. Which helps students to be more confident and less nervous while speak in classroom, example of this activity is exchanging information and negotiating the related meaning. In this kind of task students are supposed to work in pairs not individually, it gives opportunity to both participants to talk. Informative gap activities have different types, which are: describe and draw: One student has a picture and he tries to describe it to his partner who is supposed to guess and to draw what his/her classmate described. Describe and arrange: Students have to arrange objects according to information that the other partner gives. Describe and identify: Students have to identify which picture the partner has described.

1.2.2.2. Role Play Activity

Role play activity is a common activity in EFL classes. It refers to the tasks where students imagine themselves in a certain situation outside classroom. Students are supposed to play the role of certain character by using gestures and facial expressions. In this kind of activity each student has the opportunity to speak and perform better. Students are free in selecting the
topic which they prefer to play. The main aim behind role play activity is to achieve communicative abilities without too much focus on what students are supposed to say. This activity helps to build learners’ confidence, to motivate them, and to encourage creativity in EFL classroom.

1.2.2.3. Storytelling Activity

Throubiry (2007) stated that “story telling is a universal function of language and one of the main ingredients of casual conversations” (p. 95). In telling story students may tell their personal stories, their experiences. Also they may tell a story which they read or a film they watched. In story telling activity EFL students are supposed to interact with classmates by answering questions related to the story. The benefit of a storytelling task is creating students’ responsibility to be aware about what and how they narrate the details of the story, and also helps to create interaction and an efficient discussion.

1.2.2.4. Interview

Interviews may encourage students to share different information in various contexts. This includes anecdotes: talking about terrible accidents, attitudes, opinions, preferences, and personal reactions (Martin, 1997). Moreover, interviews encourage students to use the necessary questions and answers structures (Dinapoly, 2001). Furthermore, interview task allows students to negotiate more with their classmates. It also helps students to be more respectful and patient. Another aim of the interview is giving the opportunity to all students to talk and participate by using turn taking strategy.

1.2.3. Speaking Difficulties Faced by EFL Learners

EFL learners face a set of difficulties when speaking. They are sometimes able to create an idea about a given task, but when it comes to practice it orally. This block is due to a several factors such as, cognitive, cultural and linguistic factors. According to Ur (2000), stated that there are four main problems in speaking English as a foreign language in
classroom.

1.2.3.1. Inhibition

When students want to participate in classroom many of them experience inhibition. It is built by many factors such as shyness, worry, fear of negative evaluation, and fear of making mistakes. In this perspective, Ur (2000) stated that “learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism, or losing face or simply shy of the attention that their speech attracts” (p. 111). In addition, Brown et al. (1989) argue that before the oral task teachers should prepare their students by asking them to express themselves in front of all classmates, in order to lower stress and anxiety when performing orally.

1.2.3.2. Nothing to Say

This happens when teachers ask student to speak or to share ideas with others, and he prefers to keep silent or to answer with “no idea”, or “no comment”, or “haven’t understood”. This is due to the lack of self confidence and lack of motivation. Teacher may ask student to talk about unknown topic, which creates mental and productive block. Students suffer from lack of vocabulary items or simply cannot explain or express themselves. This is because of the lack of reading. Reading and speaking are inter-related skills, and mastering speaking requires practice in reading skill.

1.2.3.3. Low or Uneven Participation

EFL class is divided into two different categories of students few students are active and participate more. However, the majority of students are silent, or rarely speak or participate. Participation has been defined as “the member of unsolicited responses volunteered” (Burchfield & Sappington, 1999, p. 290). Some students prefer to speak rather than remaining. They prefer to take the risk and participate even if they make mistakes. That is to
say, in class discussion may find a variety of students, the minority are active participants while, the majority are passive. This variety is probably the result of learners’ mixed abilities within the same class, or due to some students’ negative attitudes towards speaking.

1.2.3.4. Mother Tongue Use

EFL students sometimes use their native language outside and even inside the classroom because they feel more comfortable when using their mother tongue. Baker and Westrup (2003) assumed that “Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (p. 12). EFL students like to use their native language, because it is easier for them to speak in the mother tongue than the foreign language. Students when speak FL, they use borrowing and code switching in order facilitate expressing themselves. This is due to their poor vocabulary knowledge.

1.2.4. Linguistic Problems that Promote Speaking Anxiety

There are many linguistic problems that EFL learners encounter when communicating using the target language. These problems might increase their anxiety. The two main linguistic problems that these students generally face are: lack of vocabulary income, and pronunciation problems.

1.2.4.1. Lack of Vocabulary Income

Lack of vocabulary items is recognized as the major linguistic problems that lead to create speaking anxiety in EFL classroom. EFL students experience anxiety, if they forget the exact item that expresses a certain idea in the front of teacher and classmates. Macintyre and Gardner (1991) argued that highly anxious students encounter difficulties in the acquisition of vocabulary. Vocabulary from teachers’ perspectives is the students’ problem. The lack of the appropriate vocabulary to express a given idea can result in students having a poor feedback and being able they to respond. They cannot answer a question or engage in a conversation
because they fear negative feedback. Teachers should advice students to read books, articles, encyclopedia, and using media. EFL students with a rich vocabulary background can speak English fluently. Anxious students who lack the necessary vocabulary to communicate are likely to become apprehensive.

1.2.4.2. Pronunciation Problems

Problem pronunciation is another important linguistic problem, which causes high level of anxiety for foreign language speakers. It can result from lack of practice inside and outside classroom. In order to be fluent speaker, EFL students should practice a lot by using repetition, drills, listen and repeat songs, and stories. The nonexistence of the appropriate pronunciation skills inside classroom is considered as a big predictor of nervousness in English lessons (Macintyre & Gardner, 1991). The good pronunciation takes students to the safe area, to be calm and silent. Teachers argue that the difficulties in articulation are the result of many weaknesses like: weakness in pronunciation, weakness in speaking, fear of making mistakes.

1.2.5. Anxiety and Oral Presentations

1.2.5.1. Definition of Oral Presentations

An oral presentation is generally a piece of speech or vocal performance. It is usually accompanied by visual presentation aids like slideshow. An oral presentation gives the opportunity to EFL students to present a summary of the findings on a piece of research. It allows students to be more confident fluent and organized speaker. Moreover, oral presentations are classified as the most common assignments in EFL courses. An effective presentation in not just an act of presenting ideas or delivering speech, but also is a way of developing communication skills. In order to create an efficacy oral presentation, students should follow a set of steps such as, using strategies for conducting oral presentations, being
aware about anxiety, trying to cope with it, and attracting the audience by using a clear and fluent language. A good presenter should follow three main steps in order to design an effective presentation. These steps are planning, practicing, and presenting.

1.2.5.2. Types of Oral Presentations

There are two main types of oral presentations informative and persuasive presentations.

1.2.5.2.1. Informative Presentations

The purpose of informative presentations is to inform and provide audience with information about a certain concept, demonstrate a process, or describe new event. Informative presentations take different forms which are individual or group report, oral exams and discussions.

1.2.5.2.2. Persuasive Presentations

The second type of oral presentations is persuasive presentation. The aim of persuasive presentation is not just to inform the audience. However, it is for influencing audience’s beliefs, attitudes, or behaviors. There are several examples of persuasive presentations. For example, analyses of political events, literacy, criticism, and scientific data. EFL students follow this type in order to improve their views. e.g. classroom’ debates, group-task interviews, and role play.

1.2.6. Components of Foreign Language Anxiety and Related Causal Factors

Foreign language anxiety is a complex issue and it is difficult to describe its components. We cannot discuss what anxiety is without mentioning the main sources of speaking anxiety in classroom. Horwitz, Horwitz, and Cope (1986) stated three components communication apprehension, test anxiety and fear of negative evaluation.

1.2.6.1. Communication Apprehension

Mc Crosky (1977) defined communication apprehension as” an individuals’ level of fear or anxiety associated with either real or anticipated communication with another person or
persons”. The study is focused on speaking activities in EFL classroom and the factors that affect students’ oral performance. Communicative apprehension is observed in both situations using mother tongue and foreign language. It asserts that the active and talkative student in L1 class may become silent and passive when a speaking foreign language. However, students who experienced anxiety when using L1 may become more comfortable when speaking FL (Lucas, 1984; Horwitz et al., 1986). Students who suffer from high level of anxiety and communicative apprehension, they suffer from the lack of competence (Aida, 1994, p. 157). Difficulties of speaking in front of people in or out classroom are all manifestations of communication apprehension (Horwitz et al., 1986, p. 127). Anxious EFL students usually sit on the back of the room especially in oral activities. They avoid speak or participate in classroom in front of teacher. Anxious students feel nervous when they asked to respond orally.

Some investigators have related the nature of communication apprehension to genetic factors. Kagan and Reznick (1986) argued that communicative apprehension might be transmitted from parents to the child. Moreover, Schlenker and Leary (1985, p. 171) claim that CA is due to several factors such as, lack of knowledge, low level, poor of pronunciation, lexicon, or grammar. Anxious students prefer to be safe in choosing topics, which are easy, common and known topics. Also anxious students avoid taking the risk and they use meaningless sentences. Anxiety affects foreign language learning process both quantitatively (Horwitz et al., 1986) and qualitatively (Gardner, Lalonde, Moorcroft & Evers, 1987).

1.2.6.2. Test Anxiety

EFL students experience test anxiety when passing tests, Horwitz et al. (1986) describe test anxiety as “a type of anxiety stemming from a fear of failure”. On his turn, Sarason (1978) defined test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluate situation”. Mandler and Sarason were the originators of test
anxiety theory in (1952). They designed a 37 item Test Anxiety Questionnaire (TAQ) in order to evaluate and to measure students’ responses and level of stress before and during an exam. Anxious students are said to think about failure rather than focus on the task itself. Marlett and Watson (1952) argued that “the high test anxious person spends a part of his task time doing things which are not task oriented”. EFL students are willing to be active in classroom, but when they think that their answers will be graduated, they experience high level of anxiety and worry. Highly-test anxious students face obstacles when speaking English, so they fail in performing better when. In other hand, low-test anxious students develop their speaking abilities more easily. Furthermore, anxiety is provoked when the teacher corrects students’ errors in non-supportive way (Brandl, 1987). To sum up, test anxiety occurs when a student fears to fail, or has negative evaluation experience.

1.2.6.3. Fear of Negative Evaluation

It was defined by Watson and Friend (1969) as “the apprehension of others’ evaluations distress, other their negative evaluation avoidance of evaluative situations, and the expectations that others would evaluate one-self negatively” (p. 448). Fear of negative evaluation is not related only to limited testing situations like test anxiety, but it is related to any social evaluative context such as, job interview or speaking in public (Horwitz et al., 1986). Anxious students are usually afraid when speaking English in front of their classmates and teachers. This is due to the fear of negative evaluation, negative comments and critics. Macintyre and Gardner (1991) proposed that fear of negative evaluation is strongly related to communicative apprehension. When students are unsure about what they should say, they usually fear negative evaluation. High anxious students suffer from the lack of self confidence about their speaking capacities (Chan & Wu, 2004). Anxious students always try to use simple and understandable language in order to avoid teachers’ and classmates’ negative evaluations. In addition, they are not capable to defend their point of views when needed.
1.2.7. Sources of Anxiety

Horwitz et al. (1986, p. 128) argued that foreign language anxiety is more than these three components communicative apprehensive, test anxiety and fear of negative evaluation. While it is also “a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. In other words, besides the three components of anxiety, there are other sources of speaking anxiety such as, negative self perception and low self esteem, competitiveness, negative experiences and fear of taking the risk.

1.2.7.1. Negative Self Perception and Low Self-Esteem

Dady (1997a) stated that “anxious learners tend to have a more negative self perception and appear to underestimate their quality of speaking abilities”. That is to say, anxious students face various speaking difficulties in their learning process because of the negative thoughts. Negative self perception plays a negative role in learners’ behavior. For example, negative self perception affects learners’ concentration in classroom. For these reasons, teachers should play an effective role in classroom in order to give ensure positive interaction, positive encouragement and self confidence. Teachers should change students’ thoughts from negative to positive ones.

Low self-esteem is considered as another source of speaking anxiety. Students with high level of self esteem are less affected by speaking anxiety in classroom. High self-esteem students have more chances in developing their speaking skills. Moreover, students with strong will to maintain a positive self-image are protected by self-esteem, against any type of anxiety- threat (Greenberg, 1992, p. 913). In other words, students who have a positive perception about learning foreign language and respond to a certain task with high level of confidence are protected by high self-esteem. Thus, high self-esteem plays an important role in reducing speaking anxiety.
1.2.7.2. Competiveness

Competiveness is one of the main sources of anxiety. Students make a comparison between their speaking performance and their classmates’ performance. They can become aware of speaking problems. Competiveness may provoke speaking anxiety of EFL students. EFL teachers should make efforts in order to benefit the most from competiveness. They should follow different strategies to teach speaking English fluently. Increasing or decreasing competiveness is related directly to the ways of teaching and learning. The competitive self-image is argued by Bailey (1983, p. 97) that may derive from other personality variables like the desire to outperform other language learners, or the desire to gain the teacher’s approval even overcoming his expectations in the language.

1.2.7.3. Negative Experience

Cheng (1999) claimed that “the history of success and failure in performing each skill might lead to differentiated attitudes, emotions, and expectations about each of the language skill”. In other words, EFL students in their period of learning process may succeed, or fail in using the four skills. Negative experience may be influenced by many factors like teachers’ method of teaching and classroom atmosphere. These factors may de-motivate students to participate and speak the foreign language. A good teacher is the one who encourage students to achieve a positive learning experience. Furthermore, EFL students may be aware that negative experiences of failure in exams oral tasks making errors or feeling nervous when speaking FL are considered as normal experiences (Krashen in Horwitz, 1990). Teachers should avoid correcting each single error of students because this way of evaluation affects their performance and behavior. In addition, EFL students try to speak fluently like a native speaker but this step may create anxiety and stress. They should take in consideration that speaking English like a native speaker takes a long time and much preparation.

1.2.7.4. Fear of Taking the Risk

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Fear of taking the risk is also considered as a source of anxiety. EFL students should participate in classroom and should take the risk to respond even if their answers are wrong. The main aim behind taking the risk is not just to respond with right answers however, it aims also to develop speaking skills. Moreover, the risk taking attitude toward the FL tasks is defined by Ely (1986) as “the individual’s tendency to assume risks in using the L2 in the second language class” (p. 3). Language risks taking class is a significant positive predictor of classroom participation. Furthermore, fear of taking the risk may be due to a set of factors such as, shyness, fear of negative evaluation, fear of making error, lack of vocabulary items and lack of fluency. Students who take the risk are usually more talkative and active rather than passive. Moreover, taking the risk is a helpful strategy to reduce speaking anxiety in EFL classes. Teachers should work a harmony with their students in classroom in order to motivate them to speak and participate without fear or worry.

1.2.8. Students’ and Teachers’ Strategies to create Low-Speaking Anxiety

In order to reduce speaking anxiety level in EFL classroom, learners and teachers should follow a set of steps or strategies. Creating low-stress language learning environment is an important way to facilitate FL learning process. The main role of EFL teachers is to develop students’ speaking skills and to decrease fear and worry (Young, 1991).

1.2.8.1. Students’ Strategies to cope with Anxiety

Hauck and Hurd (2005) suggested a list of strategies for EFL students to cope with language speaking anxiety. First, anxious students should use positive self-talk, and more confident expressions like I can do it, it doesn’t matter if I make mistakes. Second, they should encourage themselves to take the risk to speak English, they should participate, share ideas and knowledge, guess the right meaning without being afraid of making mistakes. Moreover, EFL anxious students should image that speaking activity is just a friendly informal chat. Finally, Hauck and Hurd agreed that anxious students should share their
worries with other students in order to decrease fear. Also, they confirm that using relaxation
techniques like deep breathing may help to reduce speaking anxiety in classroom. Kondo and Long (2004) suggested five strategies preparation, positive thinking, relaxation, peer seeking, and resignation that help to reduce anxiety. Preparation is considered as the most important step that anxious student should follow. Preparation is the over look of what you have to evaluate on, it facilitates developing speaking skills. Furthermore, students should improve their speaking skills by studying hard; reading aloud, listening and repeating songs. These steps help EFL students to master the language and to be fluent speaker. Positive thinking is a second important strategy. Anxious students should avoid all bad thoughts about negative evaluation. They should enjoy the moment of presenting, and should be calm and comfortable. These strategies are supposed to divert attention from apprehension situation to positive and less-anxious environment. Peer seeking is a third important strategy. Peer seeking means that anxious students seek for other classmates who share the same problem. Anxious students create groups in order to discuss and to find solutions to lower the level of fear and anxiety when speaking. The last strategy according to Kondo and Long is resignation. Resignation means students think that they may reduce anxiety by “giving up”.

1.2.8.2. Teachers’ Strategies to reduce Speaking Anxiety

Teacher is the leader in classroom. EFL teachers play an important role in EFL students’ learning process. Lessard- Clouston (1997) pointed out that teachers should be more familiar with students’ interest, motivation, learning styles, and learning strategies. Lessard-Clouston suggested specific ways to collect Information such as, observation or using questionnaire. He confirmed that a good teacher is the one who masters teaching method, overall class style, and analyze lesson plans. In order to create low-anxious environment in speaking tasks, teachers should follow a certain steps such as, choosing interesting topics: teachers should select the appropriate topics that are relate to students real life situations, topics selection helps students
to participate more in classroom. This step encourages anxious students to speak with confidence without facing any problems (Laurenh & Uhlig, 2012). The next step is motivating students to speak. Teachers should encourage their students to talk, they have to be sure that all students are prepared and able to answer the task. The less confident students are usually afraid to participate or to be evaluated, so they become reluctant to participate. However, the talkative students like to participate most of the time. For this reason, teachers should give the opportunity to anxious and less confident students to participate and share their ideas. Motivation helps them to overcome their fears and shyness (Montalvo, 1998). Moreover, building students’ self confidence is another important step. Students’ self confidence helps students to overcoming apprehension. Students’ self confidence is a serious and a dynamic factor in educational success. Furthermore, students usually think negatively about what the others may say and usually are afraid from teachers’ negative evaluations. In this position, a good teacher should be motivator. The teacher in this position encourages creating strong student’s self confidence. In addition, a good teacher is the one who does his best to encourage students to speak and the one who provide students with positive feedback like: “your presentation was really great”, “you make a good job”, “and I really appreciate your efforts”. So, student will be more willing to participate and communicate. Also, EFL student will be more confident when speaking (Burnett, 2001).

In addition to the previous teachers’ strategies, there are other pedagogical and educational strategies. Mandeville (1993) suggested a set of strategies which can be used by EFL teachers in classroom to cope with their students’ anxiety. These are paraphrasing, using supporting comments and messages, suggesting interesting topics in advance, using building error correction, varying oral activities, using competition, and group or peer work.

Conclusion

Learning English as a foreign language is a great challenge. English is students’ desire is to
communicate and to speak the language fluently can challenging too. The majority of investigations on anxiety confirmed that anxiety has a negative impact in the students’ speaking achievement. This section has tried to provide a comprehensive account of teaching EFL speaking skill by stating the many challenges that EFL learners face when learning to speak. It has also focused on unveiling realities and speaking skill. Finally, it has suggested strategies to help both students and teachers to reduce the effects of CA on students’ speaking performance.
Chapter Two: Field Work

Introduction

2.1.1. Description of Students’ Questionnaire

2.1.2. Analysis and Interpretations

1.1.3. Discussion of Students’ Questionnaire Results

Conclusion

2.2.1. Description of Teachers’ Questionnaire

2.2.2. Analysis and Interpretations

2.2.3. Discussion of Teachers’ Questionnaire Results

Conclusion
Chapter Two: Field Work

Introduction

To achieve the main objectives of this descriptive study, it seems appropriate to both teachers and students in this study and give them the chance to express their ideas through a questionnaire. In this sense, we aim at investigating teachers’ and students’ perspectives about EFL students’ anxiety during oral presentations and the main reasons that provoke such anxiety when performing orally in the classroom. Thus, the present chapter is devoted to the analysis of teachers’ and students’ questionnaires to gain data about the problem under investigation and consequently diagnose the possibility of implementing particular strategies to reduce students’ anxiety in oral presentations. It is also expected that the obtained results would enable us to diagnose the problems under investigation from two different perspectives; teachers’ and students’ ones.

2.1.1. Description of the Students’ Questionnaire

Firstly, students’ questionnaire was distributed to forty (40) students from the whole population of second year LMD students of English at Larbi Ben Mehidi University of Oum El-Bouaghi. The questionnaire was targeted towards investigating students’ perceptions about the impact of anxiety on EFL students’ oral presentations and investigating the main causes of anxiety. It as well aimed to assess students’ awareness about the use of some strategies to reduce anxiety in the classroom.

This questionnaire consists of five sections each section contains set of questions.
- The first section (Q1-Q3) aims to elicit general background information about our informants.
- The second section (Q4-Q8) compromises five questions which draw learners’ attention towards the influence of anxiety on EFL learning process, and assess the main causes behind learners’ anxiety.
The third section (Q9-Q10) seeks to discover the effect of anxiety on students’ speaking activities and oral presentations in classroom.

The fourth section (Q11-Q12) aims to highlight the main sources of anxiety on EFL students’ oral presentations.

The fifth section (Q13) compromises a single question which invites learners to suggest various strategies capable of reducing their oral presentations anxiety.

The sixth section (Q14) aims to voice out their teachers’ recommendations for reducing anxiety during their oral presentations.

2.1.2. Analysis of Students’ Questionnaire

Section One: Students’ Background Information

This section deals with students’ questions analysis. It is expected that this analysis reveal realities about students’ perceptions about anxiety and ways of reducing classroom anxiety.

According to findings of this question, the majority of EFL students are females 34 (85%). It is obvious because females prefer to study languages more than males. However, males are 6 (15%). This decrease in learning English is due to the other fields that males are more interested on.

Q2. Your choice of studying English at university

![Figure 1. Participants’ Choice to Study English](image)

<table>
<thead>
<tr>
<th>Personal</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>15%</td>
</tr>
</tbody>
</table>
This question aims to find out whether participants’ choice of studying English at university was a personal one. The results demonstrate that 32 (85%) of students hold positive perspectives towards English. The majority of informants asserted that their choice of English was voluntary. On the other hand, 6 (15%) reported that they did not choose to study English. Students who personally choose to study English are more than those who are obliged by the university to study it. Studying English is the proper choice according to the majority of students.

Q3. How do you situate your English level?

Figure 2. Participants’ Perspectives about their English Level

The question acts as a support to the questions of the second section. It aims to discover the different levels of the participants in English. The statistics show that the level of English students differs from student to another. 21 (52.50%) of students asserted that their average is good. This selection proves that English students are more confident about their abilities and capacities. The next high selected level was the third option “average”. This was the case of 16 participants (40%). Surprisingly 3 students (7.5%) only reported that they were excellent students. These results also reveal that although studying English was the choice of the majority of students, (60%) reported that they have good or excellent level in English.
Section Two: Anxiety in EFL Classroom

Q4. Do you face difficulties in learning English as foreign language?

Figure 3. Participants’ Opinion about Facing Difficulties in Learning English

The question deals with the difficulties that the participants face while learning English as a foreign language. Findings above indicate that (70%) of participants revealed that they face difficulties in learning English as a foreign language. While only (30%) reported that they do not. We can deduce that even if the majority of them have chosen to learn English (85%) according to, (figure 1) and even if (60%) reported to have a good or excellent average (figure 2), most of these students asserted having difficulties in learning English.

Q5: Is anxiety one of these English learning difficulties?

Figure 4. Anxiety as One of Learning English difficulties

This item aims to shed light on participants’ opinion whether anxiety is one of their learning difficulties or not. According to findings (70%) of students claimed that anxiety is
among their English language learning difficulties. On the other hand, (30%) asserted that anxiety does not pose a problem for them. Thus, anxiety constitutes a real obstacle to the majority of students. From the results we understand that anxiety is considered as the major difficulty which provokes students’ learning process.

Q6: If yes, to what extent do you feel anxious during your English language learning?

![Pie chart showing the extent of feeling anxious during learning English.](image)

**Figure 5. The Extent of Feeling Anxious During Learning English**

This question asks students to assess the extent of their feeling anxious while learning English. The results above illustrate that the number of students who stated that anxiety affects their learning process with a high extent was (12.50%). Those who claimed that anxiety affects them with an intermediate extent were (57.50%). On the other hand, 12 (30%) informants said that anxiety affects them to a low extent. Nevertheless, the number of participants who stated that anxiety has an intermediate extent in influencing their English learning process is more than the other numbers.

We can deduce that anxiety has an impact on the English learning process and this impact vary from one student to another.
Q7: What are generally the main sources of EFL students’ anxiety?

This question intends to ask the participants about their sources of anxiety in general. The statistics reveal that the students who claimed that anxiety has a various sources are (20%). They opted for more than one choice. They assumed that lack of motivation, lack of self confidence, lack of preparation and fear of making mistakes were the major sources of their anxiety. (15%) of students claimed that lack of self confidence is the main source of anxiety are 6 (15%), while the same proportion of learners stated that fear of making mistakes is another main source of anxiety. Only (12.50%) informants claimed that their anxiety was due to lack of preparation. While (7.50%) stated that their anxiety is provoked by lack of motivation. Students were given opportunity to suggest other causes for their anxiety. (7.5%) claimed that their English learning anxiety is due to their teachers, (5%) students asserted that poor of background and vocabulary can constitute sources for their anxiety.

It seems that the majority of learners are aware about their reasons of anxiety.
Q8: What do you generally do to lower your anxiety?

Three strategies were suggested to reduce students’ anxiety. The results show that the number of participants who reported that they prefer to use group work to reduce anxiety are 13 (32.50%), Nearly similar number of students 12 (30%) asserted that they participate more in classroom in order to decrease their anxiety. On the other hand, (20%) informants reported that they used confident body language to feel less anxious. A proposition of (17.50) of learners selected all the strategies at once. When asked to suggest other strategies, they assessed that: (12.50%) of informants claimed that making extra efforts in preparing lessons at home and asking questions in classroom might help students to cope with their anxiety. Only (5%) of them stated that motivate themselves by using some positive expressions such as: I can succeed in doing this task or saying that all students can make mistakes and no one is perfect.

From results of this question, we deduce that the majority of participants suffer from anxiety and they know perfectly that anxiety has a negative impact on their learning process. Students seem aware about this impact, so they use different strategies to help them feel more confident and less anxious.

Figure 7. The Strategy that Students use in order to reduce Anxiety in General
Section Three: Anxiety and Learners’ Speaking Skill

Q9: What is the language skill that anxiety mostly affects?

![Figure 8: The Effect of Anxiety on Language Skills](image)

Figure 8. The Effect of Anxiety on Language Skills

This question seeks to identify the possible relationship between anxiety and the other language skills. From the results above it seems that 24 (60%) of students stated that they feel anxious while speaking. While only 7 (17.50%) of them related their anxiety to reading. On the other hand, (12.50%) of participants reported that anxiety affected their writing skills. Nearly, similar percentage of learners (10%) opted for listening.

We notice from these findings that anxiety affects negatively (60%) students’ speaking abilities.

Q10: Which factor is more affected by anxiety fluency or accuracy?

![Figure 9: The Effect of Anxiety on Students’ Fluency and Accuracy](image)

Figure 9. The Effect of Anxiety on Students’ Fluency and Accuracy

40
The main aim concern this question is to discover the effect of anxiety on students ‘fluency or accuracy. The results of this question display that (65%) of students stated that their fluency was mostly affected by anxiety. On the other hand, (35%) of them claimed that fluency was mostly affected by anxiety. We perceived from the statistics above that the majority of students become less fluent when feeling anxious. Thus, anxiety is a real problem which makes students’ speaking more difficult. All in all, according to these question findings, it is clear that anxiety affects both students’ fluency and accuracy.

**Section Three: Causes of EFL Students’ anxiety in Oral Presentations**

Q11: How do you feel when you are asked to present orally in classroom?

![Figure10. Participants’ Feeling when Presenting Orally in Classroom](image)

This question aims at determining whether students feel anxious when presenting orally in classroom or not. The results above illustrate that the majority of respondents 29 (72.50%) feel anxious when they are asked to present orally in classroom. On the contrary (27.50%) of them asserted that they felt comfortable. Speaking seems uneasy and difficult task for the majority of students.

We can deduce that those students who feel comfortable are less anxious. They believe in themselves and their speaking abilities. It is obvious that these non-anxious students might have a high level of self -confidence and prefer to take the risk in classroom to answer orally.
Q12: If you feel anxious, is this due to

![Pie chart showing causes of anxiety in oral presentations](image)

**Figure 11. The Main Causes of EFL Students’ Anxiety in Oral Presentations**

It is important to mention that the participants ticked more than one answer (25%) and (20%) of students did not give any answer. Results display that 16 (40%) of participants who claimed that fear of negative evaluation was the main source of EFL students’ anxiety in oral presentations in classroom. 3 (7.50%) students opted for communication apprehension, and (5%) for negative self perception. Only one student (2.50%) reported that lack of motivation is another source of his/her anxiety in oral presentations. We can deduce that students feel anxious when presenting orally for different reasons. However, according to figure (12) the majority of students 16 (40%) stated that the major source of their anxiety in oral presentations is the fear of negative evaluation. (25%) participants of considered that oral presentations’ anxiety was provoked by many factors which are fear of negative evaluation, communication apprehension, negative self perception and lack of motivation.

When asked to give other suggestions 4 (10%) of the participants stated that their oral presentations’ anxiety is due to the fear of facing the audience, while (5%) of students claimed that their speaking anxiety is due to their lack of preparation.

We deduce from this comparison that students are faced a set of obstacles during their learning process. However, the main source of EFL students’ anxiety in oral presentations is
the fear of negative evaluation which is a real problem. In this respect, Macintyre and Gardner (1991) proposed that fear of negative evaluation is strongly related to communicative apprehension. When students are unsure about what they should say, their fear of negative evaluation will usually increase. Anxious students try always to use a simple and understandable language in order to avoid teachers’ and classmates’ negative evaluations.

Section Five: Reducing EFL Students’ Anxiety in Oral Presentations

Q13: Which strategy you may use in order to reduce your anxiety?

![Figure 12. Students’ Employed Strategies to reduce their Anxiety](image)

In this question students are asked to give their opinions concerning the degree of the efficacy of strategies in reducing oral presentations anxiety. Results show that the number of participants who strongly agreed about the six strategies that they use in order to reduce oral presentations’ anxiety is 16 (40%), those who agreed about these 6 strategies use represents of (30%) of the informants, 8 (20%) seemed undecided about if the use of these 6 strategies help them to decrease anxiety or not. 3 (7.50%) of students disagreed about these six strategies, while, (2.50%) strongly disagreed.

Thus, according to (70%) of informants the suggested strategies seem efficient to reduce their anxiety.
Q14: What do you want from your teachers to do in order to reduce your anxiety in oral presentations?

**Figure 13. Students’ Perspectives about their Teacher’s Use of Particular Strategies to reduce their Anxiety**

This question aims to investigate participants’ perceptions of their teachers’ use of various strategies to minimize their oral presentations anxiety. The results illustrate that (47.50%) of participants strongly agreed about the six strategies that their teachers follow, and those who are agreed about the using of these strategies to decrease anxiety were 11 (27.50%). 7 (17.50%) students seemed undecided about the six strategies efficiency. While 2 (5%) of them disagreed about their use. On the other hand, one 1 student reported that they strongly disagreed that these strategies might be efficient.

Surprisingly, many students want from their teachers to create a healthy atmosphere in classroom and to motivate them more in order to minimize anxiety in oral presentations. Thus EFL teachers are requested eliminate their students’ anxiety by ensuring healthy atmosphere in class and motivating students.
Section six: Further Suggestions

Q15: In this section students were given the opportunity to share their opinions about what do they want from their teachers in order to feel more comfortable and more relaxed while presenting in classroom. It aims to collect data about solutions to reduce students’ oral presentations anxiety.

Only 25 (62.50%) of students provided us with a set of suggestions and solutions that teachers may follow in order to decrease their students’ anxiety. They stated that teachers should give the chance to all students to answer and participate in classroom also teachers should be motivator guider and instructor in classroom. Moreover, students claimed that teachers should emphasis more on fluency not on the spelling and grammatical mistakes. They are requested to avoid the use of negative evaluation. They should treat students equally. Moreover, participants mentioned that teachers should vary speaking activities, using games and different tools. Furthermore, they stated that using group work and choosing interested topics may reduce their anxiety. Finally, the majority of participants claimed that teachers should create a strong relationship between students and teachers and also a teacher should be a model for students.
2.1.3. Discussion of Students’ Questionnaire Results

After analyzing students’ questionnaire, now we try to compare the obtained results in order to see whether really EFL students suffer from anxiety in oral presentations, and whether anxiety prevents them from achieving the communicative skills. This comparison intends to shed lights on the most prominent aspects that have already been seen in the questionnaire.

In the first section (85%) of the participants are female which leads to say that the large number of EFL students who suffer from anxiety are females. The level of English of the majority of participants is situated between good and average level however, (70%) of them suffer from obstacles during their learning process also they stated that anxiety is the major obstacle that they face while learning English.

Moreover, in the second section we asked about the main sources of EFL students’ anxiety in general. The majority selected multiple choices claiming that lack of motivation, lack of self confidence, lack of preparation, and fear of making mistakes are considered sources for their anxiety in learning English in general. However, in section three which seeks to find out the main sources of EFL students’ anxiety in oral presentations, (40%) of respondents responded that fear of negative evaluation is the main source of their anxiety in oral presentations.

Furthermore, in section three we asked about the main strategy that students use in order to minimize their anxiety while learning English in general. (32.50%) of them stated that using group work is the most beneficial strategy that helped them in minimizing anxiety. However, in section four we asked the same question but in oral presentations. Many informants strongly agreed that varying strategies in classroom such as: using motivation strategies, practicing positive error correction, creating relaxed and healthy atmosphere, varying
speaking activities, giving the opportunity to practice and creating a strong relationship between teacher and students in classroom are more efficient for anxious students to feel less anxious.

**Conclusion**

Students claimed that anxiety has an important role in their learning. From the results we confirmed that speaking is the most affected skill. Anxiety has a negative impact on students’ speaking achievement. It prevents students from developing their communicative abilities and capacities. Moreover, students stated that they suffered from a high level of anxiety while asked to present an oral task. This feeling of apprehension makes anxious due to several reasons such as: lack of motivation, lack of preparation, lack of self-confidence, fear of making mistakes, communication apprehension, and fear of negative evaluation which is considered as the basic source of speaking anxiety. All these results seem to confirm this research first hypothesis and assert that both teachers and learners hold negative attitudes towards anxiety.

Furthermore, students seemed aware by following series of techniques and strategies. They would cope with their speaking anxiety. These strategies are:

- Preparing for speaking English in advance
- Participating in class with a positive attitude
- Using relaxation techniques
- Using positive self-talk
- Using visual aids

Moreover, they asserted that teachers may decrease anxiety in classroom by using several strategies such as:

- Using motivation strategies
- Practicing positive error correction
Creating relaxed and healthy atmosphere

Varying speaking activities

Giving the opportunity to participate

Creating a strong relationship between teachers and students

These findings also add validity to the research second hypothesis, since many of these strategies are affective ones. That is playing on the psychological side of the learner might help these learners a lot.
2.2.1. Description of Teachers’ Questionnaire

Teachers’ questionnaire seeks to investigate whether teachers of English at the English department of Oum El-Bouaghi University are aware about anxiety during the oral presentations, main causes of their anxiety. It also aims to invite teachers make suggestions to help students to reduce their anxiety in oral presentations. Designing teachers’ questionnaire is important in our investigation as it makes the study more reliable. This questionnaire is conceptualized on 12 items divided into 5 sections as follows:

- The first section which aims to collect general information about teachers. (Q1: teachers’ qualification), and (Q2: about experience in teaching English).

- The second section which includes four questions seeks to discover the existence of anxiety in learning and speaking English, and to discover students’ level of anxiety while speaking. (Q3-Q6) it also probes to gather data about the difficulties that might affect students’ learning and speaking, and the challenges that teachers face while dealing with speaking activities. (Q7) explores teachers’ opinions about the effect of anxiety on oral activities.

- The third section is targeted towards identifying teachers' perceptions about the main sources of students’ oral presentations anxiety (Q8-Q9). (Q8) investigates teachers’ opinion about the main sources of their learning anxiety in oral presentations. As for (Q9) it aims to reveal data about the role of teachers in increasing or decreasing students’ anxiety during oral presentations.

- The fourth section aims to highlight and to discover different strategies for anxious students in order to minimize speaking anxiety in classroom (Q10-11). Question (10) seeks to investigate the effective strategies that teachers use in order to reduce students’ anxiety in oral presentations. While (Q11) deals with teachers’ perceptions about the importance of
motivation in reducing students’ anxiety

- The fifth section invites teachers to give suggestions advices to create a healthy atmosphere in classroom and to help anxious students to cope with anxiety.

2.2.2. The Analysis of Teachers’ Questionnaire

Section One: Background Information

Q1: Teachers’ qualification

To know more about our informants, this question was asked to have information about degrees and qualifications. The questionnaire was administrated to 10 teachers of English. Results of this study reveals that 2 teachers hold BA degree, 6 others a Magister degree while 2 teachers have Doctorate degree. We notice from the data above that teachers’ of English have different experiences in teaching English.

Q2: Do you like teaching English?

According to results of question 02, it is seems that all teachers hold positive attitudes towards their English language learning. Such positive attitudes may influence positively their students’ learning process.

Section Two: Anxiety in EFL Learning and Speaking Skills

Q3: Do you think that your students are satisfied to study English?

![Figure 14. Teachers’ Perspectives about their Students’ Perspectives towards Studying English](image)

50
The aim of this question is to investigate teachers’ perceptions about EFL students’ attitudes towards studying English. The majority of teachers 8 (80%) claimed that EFL students are satisfied to learn English. Only 2 teachers that is (20%) of informants claimed the contrary.

Q4: Have you noticed that some of your students face difficulties while learning English?

![Figure 15. Teachers’ Awareness about Students’ Difficulties while Learning English](image)

The results show that the majority of teachers 9 (90%) have reported that some of their students face difficulties while learning English, while only 1 teacher asserted the contrary. It seems that the majority of teachers are aware about the difficulties that their students faced while learning English.

Q5: What are the challenges that you generally face while dealing with speaking activities?

Results of this question demonstrate that teachers face various challenges while dealing with speaking activities. These challenges differ from one teacher to another. 7 teachers that is (70%) of informants reported that anxiety was the major challenge that they face when teaching English. They argued that anxiety was the first obstacle in EFL students learning achievement. They confirm that anxiety affects their learners speaking skills. 2 teachers
(20%) stated that lack of self confidence, fear of negative evaluation, fear of making mistakes, lack of motivation were also other challenges that teachers face when dealing with speaking.

Teachers claimed that EFL students prefer to be silent and passive rather than talkative and active students. Moreover, 1 teacher (10%) reported that his/her students use the mother tongue was another challenge.

Q6: Do you think that anxiety is considered as the first obstacle that prevents students’ speaking achievement?

![Figure16. The First Obstacle that prevents Students’ Speaking Achievement](image)

The results show that 7 teachers (70%) claimed that anxiety was considered as the first obstacle that prevents students’ speaking achievement, and 2 (20%) stated that speaking achievement could be prevented by other factors not just anxiety, whereas, 1 teacher that is (10%) believed that anxiety was not considered as the first obstacle that prevents students’ speaking achievement.

We deduce from the results that anxiety is the major factor that provokes EFL learners’ speaking achievement. More anxious students tend to avoid active participation in various presentation activities because they have a negative perceptions about such oral activities.
Q7: What is the oral activity that anxiety mostly affects?

![Figure 17. The Oral Activity that Anxiety mostly affects](image)

According to the statistics above (30%) of teachers reported that role play was the most affected activity by anxiety. The same proposition of teachers reported that storytelling is the most affected activity by anxiety. This is due to the fear of facing the audience and the fear of making pronunciation mistakes. Moreover, anxious students are said to have a low-self confidence which leads to high level of stress and apprehension while playing a given role or storytelling.

This is because anxious students believe that role play and storytelling activities are more difficult because they include a set of activities starting from acting and singing to speaking, listening, and thinking. However, the non-anxious students believe that these kind of oral activities encourage them to express their thoughts, and emotions, and boosts their self-esteem. On the other hand, (20%) of teachers freely reported that their students tended to be more anxious during free discussion. Similarly, (20%) of teachers stated that presenting provoked students’ anxiety.
Section Three: Causes of Students’ Oral Presentations Anxiety

Q8: What are the main sources of students’ oral presentations anxiety?

Figure 18. The Main Sources of EFL Students’ Anxiety in Oral Presentations

This question aims to investigate the main source of students’ anxiety from teachers’ perspectives. Teachers were given four options to select among them. The results above show that 4 (40%) teachers claimed that the main source of students’ oral presentation anxiety was fear of negative evaluation, while 3 teachers that is (30%) stated that lack of preparation was the main source. On the other hand, (20%) of teachers reported that communication apprehension makes their students anxious during oral presentations. While only and only 1 teacher (10%) stated that it is because of lack of motivation. Teachers stated that the lack of preparation is an important source of speaking anxiety. They argued that the non-anxious students mostly prefer to prepare their lessons at home before. Preparation helps students to be less anxious when presenting orally. Moreover, teachers who stated that communication apprehension and lack of motivation are other sources of speaking anxiety claiming that anxious students usually think about failure more than success.

We notice that the fear of negative evaluation is the major source of anxiety according to both students in figure (11) and teachers in figure (18). This result gives validity to the third research hypothesis. Teachers confirmed that fear of negative evaluation causes the lack of
participation, and it prevents students from reaching their communicative goals in classroom.

Q09: Do you think that teachers have a role in increasing EFL students speaking anxiety?

![Figure19. Teachers’ Role in increasing Students’ Anxiety in Oral Presentations](image)

The results of this question reveal that the majority of teachers 8 (80%) reported that the teacher had no role in increasing EFL students’ anxiety in oral presentations. Teachers claimed that the basic role of a teacher was to make their students feel comfortable and to create a healthy atmosphere in classroom. Moreover, they argued that the teacher was supported to be supportive and helpful, and he had to give the opportunity to students to discuss their personal problems and to participate in classroom. Moreover, he had made to work on building a good student-teacher relationship. They also stated that the teacher had to make his/her best to design strategies and techniques to help students reduce their anxiety in oral presentations.

On the contrary, 2 teachers (20%) claimed that teachers might increase students’ anxiety in oral presentations. They argue that some teachers might create a nervous and stressful environment in classroom. As they emphasized more on the students’ mistakes and they practice the negative error correction. They ignore the speaking needs and interests of their students.
Section Four: Reducing EFL Students’ Oral Presentations Anxiety

Q10: What are the effective strategies you use in order to reduce speaking anxiety in classroom?

![Effective Strategies of Minimizing Students' Anxiety in Oral Presentations](image)

This question probes to ask teachers about effective strategies that might minimize anxiety in students’ oral presentations. We suggested three main strategies for teachers to select among them. The results show that (40%) of teachers claimed that creating a healthy atmosphere in classroom was an effective strategy which they used in order to minimize students’ anxiety in oral presentations, while (30%) of teachers stated that practicing positive error correction was the most beneficial strategy that they used to make learners less anxious. Whereas, the same proposition of learners reported that developing students’ self confidence worked best for them to order to reduce anxiety.

We notice that EFL teachers are aware about students’ anxiety and they try to apply strategies to reduce it. Moreover, we deduce that teachers use different in order to achieve and develop their students’ speaking skills. Furthermore, creating a healthy atmosphere cannot exist without the use of positive error correction and developing students’ self confidence. This finding proved to be opposing research hypothesis (3) which states that affective strategies might work best to reduce students’ anxiety during oral presentations.

11: Do you think that motivation helps to reduce speaking students’ anxiety?
The main purpose of this question is to identify the effect of motivation on students’ speaking anxiety. All teachers agreed that motivation helped to eliminate students’ anxiety in oral presentations. They argued that teachers use of a variety of tasks and methods in classroom would motivate students and made them less anxious.

When asked to justify their answers, teachers reported that they need to figure out the Learner's real reasons for learning the L2, show students the benefits of learning the L2, create a safe, welcoming, and non-initiating teaching environment, to help students to develop high, but realistic intrinsic motivation, present tasks properly to the learners, have good teacher-students relationship, work to increasing learner’s self confidence, ensure that language class is interesting to the student and make sure that learners are familiar with the target language culture.

Section Five: Further Suggestions

Q12: What would you suggest to create a healthy atmosphere in class?

The majority of teachers stated that creating a healthy EFL classroom atmosphere helps to eliminate students’ anxiety in oral presentations.

All teachers argued that they should be aware about the importance of establishing and maintaining a positive, tolerant, and supportive environment. This optimistic and inclusive atmosphere provides students to achieve and develop better their speaking abilities and capacities. All teachers reported that it is necessary to use various instructional strategies in classroom in order to create a healthy atmosphere. First, teacher should be approachable to all students, and model positive skills such as empathy, tolerance, patience, problem solving, and effective communication. Moreover, teacher should speak to students privately when addressing individual misbehaviors. They are required to use whole-class relaxation techniques. Furthermore, teacher should give all students equal chances to participate in class and encourage opportunities to help them express their thoughts freely.
2.2.3- Discussion of Teachers’ Questionnaire Results

After analyzing teachers’ questionnaire, we obtained results was compared in order to test research hypothesis. It is hopefully expected that the results discussion will unveil realities about our investigated topic.

According to date collected from section two that the majority of teachers are aware about the difficulties that their students faced while learning English. They confirmed that these difficulties had a negative impact on their students’ learning achievement. Moreover, they argued that learners’ anxiety was the major challenge that they face when teaching English and which prevents EFL students’ learning achievement. Thus, it is obvious that teachers hold negative attitudes towards anxiety, a finding which supports the research first hypothesis.

In section three the same question were given to both students and teachers to identify the main source of EFL students’ anxiety in oral presentations. From both questionnaire show that the majority of teachers and students reported that the fear of negative evaluation was the major source of students’ anxiety in oral presentations. This leads to say that using negative error correction in classroom highly provokes students’ anxiety in classroom. These findings lead us to confirm the third research hypothesis.

In section four we tried to discover the most effective strategies that EFL teachers may use in order to minimize students’ anxiety in oral presentations. EFL teachers are aware about the sufferance of their anxious students and they try the possible in order to make their students’ learning more easy and comfortable without any stress or apprehension. Moreover, they confirmed that creating a healthy atmosphere and increasing motivation in classroom are the major important strategies that teachers mainly use in order to achieve and develop their students’ speaking skills without anxiety or apprehension.
Conclusion

The results of data we have collected from teachers’ questionnaire show that anxiety has a negative impact on student’s speaking achievement. Anxiety is a real problem which prevents EFL students to develop their learning capacities. Speaking is the most affected skill by anxiety it makes students’ speaking performance more difficult. Teachers reported that anxiety is the main challenge that they face while dealing with speaking activities in classroom and are aware about the negative effect of anxiety on students’ speaking achievement. Moreover, teachers claimed that the main sources of speaking anxiety are learners’ fear of negative evaluation, and communication apprehension, lack of motivation and lack of preparation. Furthermore, teachers use crucial measures in reducing students’ speaking anxiety. They reported that they employed some effective strategies in order to facilitate learning.

These strategies are practicing positive error correction, increasing motivation, developing students’ self confidence and creating a healthy atmosphere. According to the majority of teachers creating a healthy atmosphere is considered as the most important strategy which helps to decrease learners’ speaking anxiety in classroom. Encouraging students to speak by giving them more chances to participate, varying the speaking activities have also proved to be effective in creating a healthy atmosphere and reducing learners’ anxiety, and avoiding the negative error correction.
General Conclusion

The main concern of this investigation is to identify teachers’ and students’ perspectives towards the effect of anxiety on EFL students’ oral presentations. This later has proved to have a strong correlation with different aspects such as learning process, self confidence, self esteem, four skills. The study illustrates that anxiety has a negative impact on speaking skill. It prevents EFL students from achieving their communicative and speaking goals. Anxiety has a crucial role in limiting EFL students’ capacities and abilities to learn English and to perform better when speaking.

The present study is based on an investigation about EFL learners’ speaking anxiety. The procedures carried out in their research were divided into parts; a theoretical part about anxiety in EFL classroom and speaking skills, in addition, to the practical part study. In the first part of this is dealt with theoretical background related to anxiety in learning English as foreign language, namely it definition, types, instrument of measuring anxiety’ level and the relationship of anxiety and other individual differences such as motivation, language proficiency, learning strategies and gender.

In the second section of the theoretical chapter, we discussed many points related to speaking skill, speaking activities, anxiety and oral presentations, and the main speaking difficulties that EFL students face while speaking. The research also stresses the fact that anxiety is provoked by various factors internal and external ones. These factors are communication apprehension, fear of negative evaluation, lack of motivation, lack of self confidence and self esteem, test anxiety, the negative experiences and fear of taking the risk to participate in classroom.

The dissertation is divided into two chapters. The first chapter is divided into two sections. In the first section, anxiety is defined. It as well highlighted the relation between anxiety and language learning, and discussed the main theoretical approaches of anxiety in foreign
language (FL) learning. Moreover, it seeks to light on the development of language anxiety, and states the types of anxiety. It also tackles the instrument for measuring language anxiety, and we highlight the relationship between anxiety and other individual differences such as, motivation, language proficiency, learning strategies, and gender.

The second section is more concerned with anxiety in speaking activities and oral presentations. First, speaking skills is defined and the different types of speaking tasks are determined. In addition, the section highlights the speaking difficulties faced by EFL learners. Moreover, it discusses the several linguistic problems that promote speaking anxiety and states the main sources of EFL learners’ oral presentations anxiety. Finally, it suggests some strategies to eliminate anxiety during oral presentations.

The second chapter is a practical one. It seeks to reveal realities about students’ and teachers’ perspectives towards EFL classroom anxiety. It also aims to find out the main causes of learners’ speaking anxiety and to elicit information about teachers’ and students’ employed strategies to reduce anxiety, during oral presentations.

According to the results of students’ and teachers’ questionnaires, both students and teachers seemed aware about the negative effect of anxiety on learning English in general and on oral presentations in particular. Thus, they hold negative perspectives towards anxiety. Results also show that teachers and students make their efforts in order to minimize and eliminate oral presentations’ anxiety. Both teachers and students stated that creating a healthy atmosphere in classroom helps students to speak and communicate easily without any difficulty or obstacle.
Pedagogical Implications

The purpose of investigating EFL students’ and teachers’ perspectives about anxiety is to discover the impact of anxiety on students’ oral presentations, and identify both students and teachers awareness about the negative effect of anxiety on students’ oral presentation, it also seeks to discover the main sources of students’ anxiety in oral presentations. Thus, the following suggestions were proposed to help both students and teachers to reduce EFL students’ anxiety in oral presentations and enable learners to perform better in achieving better speaking and communicative skills:

√ Students should know that anxiety is an acceptable and normal feeling in everyone’s process of learning a language, particularly a foreign language.

√ Students and teachers should find ways to build up motivation over the long-term.

√ Students should be aware of their anxious thoughts and try to avoid them.

√ Students should practice and prepare the language in advance.

√ Teachers should keep in mind that anxiety is responsible for the students’ habitual behavior in class.

√ Teachers should build friendly, supportive learning environments.

√ Teachers should present themselves as a helpful instructors concerned primarily with promoting students learning.

√ Teachers should not play authorities role concerned primarily with evaluating students’ speaking.

√ Teachers should use a variety of materials and oral activities in order to enhance students’ speaking.

√ Teachers should create a healthy atmosphere in classroom.

√ Teachers should give the opportunity to all students to participate and talk.

√ Teachers and students should establish the expectation that mistakes are a normal part of
the learning process.

√ Teachers and students should follow the appropriate strategies in order to minimize anxiety in oral presentations depending on their learners’ reasons for anxiety.
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Appendices
Appendix 1

Students’ Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needs for the accomplishment of a master dissertation. This questionnaire aims to investigate EFL teachers’ and students’ perspectives towards anxiety during oral presentations. We would be so grateful if you could sincerely answer the following questions. Tick your answer (s) in the corresponding box (es), and in provide us with complete sentences whenever possible. Please note that the keyword “anxiety” is defined below.

Thank you in advance for your time and collaboration

Anxiety:
Anxiety is defined as “the worry and negative emotional reaction when learning or using a second language” (Macintyre, 1999, p. 27).

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Academic year
2017-2018
Section One: Students’ Background Information

Q1. Gender
a. Male □
b. Female □

Q2. Was your choice of studying English at university?
a. Personal choice □
b. University choice □

Q3. How do you situate your English level?
  a. Excellent □
  b. Good □
  c. Average □
  d. Poor □

Section two: Anxiety in EFL class

Q4. Do you face difficulties in learning English as a foreign language?
  a. Yes □
  b. No □

Q5. Is anxiety one of these English learning difficulties?
  a. Yes □
  b. No □

Q6. If yes, to what extent do you feel anxious during your English learning language?
  a. High extent □
  b. Intermediate extent □
  c. Low extent □

Q7. What are generally the main sources of anxiety?
  a. Lack of motivation □
  b. Lack of self confidence □
  c. Lack of preparation □
  d. Fear of making mistakes □

Other suggestions…………………………………………………………………………………………………………………………………………………………………………………………
Q8. What do you generally do to lower your anxiety?

a. Use confident body language  
   b. Participate more in classroom  
   c. Group work  

Other suggestions…………………………………………………………………………………………...
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Section three: Anxiety and Learners’ Speaking

Q9. What is the language skill that anxiety mostly affects?

a. Listening skill  
   b. Speaking skill  
   c. Reading skill  
   d. Writing skill  

Q10. Which aspect is more affected by anxiety?

a. Fluency  
   b. Accuracy  

Section four: Causes of Students’ Anxiety in Oral Presentations

Q11. How do you feel when you are asked to present orally in classroom?

a. Anxious  
   b. Comfortable  

Q12. If you feel anxious, is this due to:

a. Communication apprehension  
   b. Lack of motivation  
   c. Fear of negative evaluation  
   d. Negative self perception  

Other suggestions…………………………………………………………………………………………...
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Section five: Reducing Learners’ Anxiety in Oral Presentations

Q13: Which strategy you may use in order to reduce your anxiety?

Tick the appropriate choice (just one tick within each column).

SA: strongly agree, A: agree, N: neutral, D: disagree, SD: strongly disagree

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<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>A: Use relaxation techniques</td>
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<td>B: Use positive self talk</td>
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<td>C: Prepare for speaking English in advance</td>
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<td>D: Participate in class with a positive attitude</td>
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<td>E: Try not to worry about making mistakes in presentations</td>
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<td>F: Use visual aids e.g. Data-show</td>
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Q14. What do you want your teacher do in order to reduce your anxiety during oral presentations?

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<th>Options</th>
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</thead>
<tbody>
<tr>
<td>A. Using motivation strategies in classroom</td>
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<td>B. Practicing positive error correction</td>
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<td>C. Creating relaxed and healthy atmosphere</td>
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<td>D. Varying speaking activities</td>
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<td>E. Giving the opportunity to participate</td>
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<td>F. Creating a strong relationship between teacher and students</td>
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Section five: Further Suggestions

Please add comments or suggestions about how teachers help you in order to decrease your anxiety in oral presentations?

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Thank you
Appendix 2

Teachers’ Questionnaire

Dear Teachers,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate teachers’ perspective about the effect of language class anxiety on EFL students’ oral presentations. We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Tick (√) your answer (s) in the corresponding box (es), and make a full statement whenever necessary.

Thank you in advance for your time and your collaboration

Miss Boukeffa Nassiba
Department of English
Faculty of Letters and Languages
University of Oum El-Bouaghi

Academic year
2017-2018
Section one: Background Information

Q1. Teachers’ qualification
   a. BA □
   b. Master/Magister □
   c. Doctorate □

Q2. Do you like teaching English?
   a. Yes □ b. No □

Section two: Anxiety in EFL Learning and Speaking Skill

Q3. Do you think that your students are satisfied to study English?
   a. Yes □ b. No □

Q4. Have you noticed that some of your students face difficulties while learning English?
   a. Yes □ b. No □

Q5. What are the challenges that you generally face while dealing with speaking activities?

Q6. Do you think that anxiety is considered as the first obstacle that prevents students’ speaking achievement?
   a. Yes □
   b. Somehow □
   c. No □
Q7. How do you evaluate your students’ level of speaking anxiety in classroom?
   a. High level
   b. Medium level
   c. Low level

Q8. What is the oral activity that anxiety mostly affects?
   a. Role play
   b. Storytelling
   c. Free discussion
   d. Presenting Interview

Section Three: Causes of Students’ Oral Presentations Anxiety

Q9. What are the main sources of students’ anxiety during oral presentations?
   a. Communication apprehension
   b. Lack of motivation
   c. Fear of negative evaluation
   d. Lack of preparation

Other suggestions:

Q10. Do you think that teachers have a role in increasing EFL students’ anxiety?
   a. Yes
   b. No

If yes, how?

Section Four: Reducing EFL Students’ Oral Presentations Anxiety

Q11. What are the effective strategies you use in order to reduce students’ anxiety in classroom?
   a. Practicing positive error correction
   b. Developing students’ self confidence
   c. Creating a healthy atmosphere
Q12. Do you think that motivation is an important strategy which helps to reduce anxiety?
   a. Yes  □  b. No  □

Please justify.

Section five: Further Suggestions

Q13: The majority of students stated that creating a healthy atmosphere in classroom helps to eliminate anxiety?

So, how do you create a healthy atmosphere in classroom?

Thank you
الخلاصة

لقد ثبت أن القلق اللغوي أصبح من أهم المتغيرات المدروسة في كل من علم النفس و التعليم. لهذا السبب فإن لهذه الدراسة هدف رئيسي يتمثل في الكشف عن الرابط المحتمل بين القلق المتعلق باللغة الأجنبية والأداء الكلامي للطلبة. كما أنها تهدف لتقييم وجهات نظر كل من الأساتذة وطلبة السنة الثانية تجاه تأثير القلق على أداء طلبة اللغة الإنجليزية أثناء الإلقاء الشفوي في كلية اللغة الإنجليزية جامعة أم البواقي. تهدف هذه الدراسة أيضا إلى تحديد العوامل الداخلية والخارجية الممكنة التي تجعل الطلبة أكثر قلقا خلال أدائهم الشفوي في الحجرة. ومن أجل اقتراح الاستراتيجيات الأكثر فعالية التي بدورها تعمل على تقليل القلق أثناء الأداء الشفوي عند طلبة السنة الثانية لغة إنجليزية. من أجل تطوير هذه الدراسة اتبنا المنهج الوصفي. وزعنا استبيان على 40 طالب اللغة الإنجليزية و استبيان آخر و وزع على 10 أساتذة اللغة الإنجليزية في جامعة أم البواقي. أظهرت نتائج الأبحاث أن كل من الطلبة و الأساتذة لديهم نظرة سلبية تجاه القلق اللغوي و معظم طلبة اللغة الإنجليزية يعانون من القلق اللغوي أثناء الإلقاء الشفوي. أكدت نتائج الأبحاث أن القلق يؤدي سلبا على المهارات الكلامية بشكل خاص. أكدت دراسة أجوبة الطلبة و الأساتذة أن لديهم وعي كبير تجاه أسباب القلق عند طلبة السنة الثانية لغة إنجليزية و يكتسبون معلومات متعلقة بالاستراتيجيات التي تساعد على تقليل القلق المرتبطة باللغة الإنجليزية.
Résumé

L’anxiété linguistique est le facteur fondamental de l’étude en psychologie et à l’enseignement par conséquent cette étude elle a objectif principale la relation éventuelle entre l’anxiété de la langue étrangère et l’impression orale de l’étudiant. Elle a également pour but d’évaluer les points de vue des professeurs et des étudiants de le deuxième année sur les conséquences de l’anxiété pour les étudiants anglophones à l’élocution orale à la faculté de langues étrangères (Anglais) d’Oum Bouaghi . Cette étude aboutira à la découverte des causes internes et externes de l’anxiété et de l’inquiétude à l’oral. Aussi pourra proposer des stratégies plus efficaces afin d’atténuer cette crainte durant l’exercice oral, chez les étudiants de deuxième année. Pour étayer cette étude nous avons suivi le programme descriptif, nous avons distribué des questionnaires à 40 étudiants et une autre à 10 professeures d’anglais à l’université d’Oum Bouaghi. Le résultat est les uns et les autres ont des opinions négatives sur l’anxiété linguistique et la majorité des étudiants de langue souffre de ce problème et surtout à l’élocution orale. Il ressort de cette étude l’impact négatif et nuisible sur les capacités de l’étudiant. Les professeurs et les étudiants en sont totalement conscients car ayant acquis des moyennes et des méthodes pour luter contre cet état de fait.