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EFL Students' Oral Performance Progress and Anxiety

case study: Second Year Pupils at Khaldoun Bachir High School,
El-kala.

Dissertation Submitted in Partial Fulfilment of the Requirements
for the Master's Degree in Didactics of English

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DEDICATIONS

***To
“MY FATHER PEACE ON HIM”
&
“MY BELOVED MOTHER”***

I would like to extend my deep appreciation and love

To my brother,

***My sisters and to my second dearest sisters; Assia, Khouloud and Nesrine for their
help, support, and being always by my side.***

To my second half,

To all my friends, for the nice times that we spent together helping each other.

***An appreciation goes also to all those who have helped me in one way or another to
realize this work.***

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LIST OF ABRIVIATIONS

EFL: English as a Foreign Language.

FL : Foreign Language.

ABSTRACT

A great deal of study has been conducted on the issue of foreign language anxiety. (FLA). Even though it is well recognized as a multifaceted component in foreign language learning, language anxiety may be both a facilitator and a hindrance in terms of learning and performance. It could be due to the difficulties learners have learning and using the target language L2/ FL. This study aims to determine how anxiety affects students educational progress, and to provide some remedies that would be beneficial to both students and teachers in reducing anxiety. The study theoretical framework consisted consisted of a definition for language anxiety, its causes and its effects on pupils learning process. This research was carried out at khaldoun Bachir High School in the second semester of the academic year 2021-2022, has been hypothesized that:

1. Anxiety can negatively and positively affect pupils educational progress. 2. The use of various classroom strategies enables teachers to intervene with anxious pupils disorders. We investigated thirty five(35) participants in this study to confirm the hypothesis; thirty pupils learning English as a foreign language and five Khaldoun Bachir English teachers. A qualitative descriptive research method was used, which was supplemented by a questionnaire for both teachers and pupils. Our hypotheses were confirmed by our questionnaire. According to the findings, both teachers and pupils believe that anxiety is the most significant emotional factor influencing student performance, whether positively or negatively. Teachers and pupils can both play an important role in reducing learning anxiety while performing. The study suggests some strategies that pupils and teachers can use to help pupils cope with foreign language speaking anxiety and effectively learn the language (FL).

Key Words: Language Anxiety, Target Language, Language Learning.

ملخص بالعربي.....*ABSTRACT IN ARABIC*

تم إجراء قدر كبير من الدراسة حول موضوع القلق من اللغة الأجنبية (FLA). على الرغم من أنه معروف جيدًا كمكون متعدد الأوجه في تعلم اللغة الأجنبية ، إلا أن القلق اللغوي قد يكون عاملاً ميسراً وعائقاً من حيث التعلم والأداء. قد يكون ذلك بسبب الصعوبات التي يواجهها المتعلمون في تعلم واستخدام اللغة المستهدفة L2/FL. تهدف هذه الدراسة إلى تحديد مدى تأثير القلق على تقدم الطلاب في التعليم ، وتقديم بعض الاستراتيجيات التي من شأنها أن تكون مفيدة لكل من الطلاب والمعلمين في الحد من القلق. يتكون الإطار النظري للدراسة من تعريف القلق اللغوي وأسبابه وتأثيره على عملية تعلم التلاميذ. أجري هذا البحث في ثانوية خلدون بشير في الفصل الدراسي الثاني من العام الدراسي 2021-2022 ، وقد تم افتراض أن:

1. يمكن أن يؤثر القلق سلباً وإيجاباً على تقدم التلاميذ التعليمي. 2. إن استخدام استراتيجيات الفصل المختلفة يمكن المعلمين من التدخل في اضطرابات القلق لدى التلاميذ. لتأكيد الفرضية ، قمنا بتقديم الاستبيانات في هذه الدراسة ، لخمسة وثلاثين (35) مشاركاً ؛ ثلاثون تلميذاً يتعلمون اللغة الإنجليزية كلغة أجنبية وخمسة مدرسين للغة الإنجليزية لدى خلدون بشير. استخدام أسلوب بحث وصفي كمي مدعوم باستبيان لمعلمي الروبوت والتلاميذ. بناءً على استبياننا ، تم تأكيد فرضياتنا. أظهرت النتائج أن كلا من المعلمين والتلاميذ يشعرون أن القلق هو العامل العاطفي الأكثر أهمية الذي يؤثر على أداء الطلاب سواء إيجاباً أو سلباً. يمكن لكل من المعلمين والتلاميذ أن يلعبوا دوراً حيوياً في تقليل قلق التعلم أثناء الأداء. تقترح الدراسة بعض الاستراتيجيات التي يمكن للتلاميذ والمعلمين الاعتماد عليها لتخفيف القلق عند التحدث بلغة أجنبية ومساعدة الطلاب على التعامل معها واكتساب اللغة الأجنبية بشكل فعال (FL)

الكلمات المفتاحية: القلق اللغوي ، لغة الهدف ، تعلم اللغة.

CHAPTER ONE

INTRODUCTORY CHAPTER TO THE RESEARCH PROBLEM.

Introduction:

Everyone has experienced anxiety at some point in their lives, such as the anxiety that comes before a new date, when you are in danger, or even when you have an exam. Anxiety is an issue that some learners have on a variety of levels. It may hinder learners' capacity to acquire a new language, which can result in poor speaking performance. On the other side, it might motivate them to study and keep them awake throughout a presentation. It assists them in general.

Statement of the Problem:

Anxiety is a major difficulty students face when learning a foreign language. This study's focus is on how anxiety affects students' educational performance. The problem at hand here is that the students still do not know how to control anxiety and make it for the benefit of their scientific output. As it has become the biggest obstacle between success and the pupil and misshandling it leads to a catastrophic failure in the learning process, pupils shall know how to cope with anxiety and try to moderate it through following the most suited strategies.

Aim of the study:

This study aimed to determine how anxiety affects pupils educational progress, and to provide some strategies that would be beneficial to both pupils and instructors in reducing anxiety

The research questions:

The following research questions must be addressed for a deeper understanding:

1. Does Anxiety affect pupil's educational progress?
2. How can foreign language pupils and teachers deal with anxiety?

The research Hypothesis:

The investigation Based on the study questions, we came up with the following hypothesis:

1. Anxiety can negatively and positively affect pupils educational progress.
2. The use of various classroom strategies enables teachers to intervene with anxious pupils.

The significance of the study:

The invstigation findings will benefit pupils educational progress. As a result, the primary goal of this study is to learn how anxiety affects pupils' learning performance.

Research Method:

To address the study objectives, we will utilize a descriptive study through two questionnaires one for teachers and the other for pupils to identify the major elements that affect pupils' educational progress. We shall employ it since it appears to be the most suited for acquiring and gathering facts about this topic.

Data Gathering Tool:

The data obtained through the use of two questionnaires, which are typical techniques for collecting and obtaining sufficient information from teachers and several pupils

Research design:

We have used qualitative design to assess the collected findings and outcomes when we acquire the information we acquire.

Participants:

Our study concentrates on Second-year high school pupils and teachers, where two questionnaires were given one to the teachers and the other to the pupils. We limited ourselves to a group of thirty five participant, five teachers and thirty pupils.

The Structure of the Dissertation:

The dissertation is divided into five chapters. The first chapter is an introductory one to the research problem in which it contains a general introduction, statement of the problem, aim of the study, research questions, research hypothesis, significance of the study, methodology used in this research and the structure of the dissertation

The Second chapter will be devoted to the overview of our variables in which we will give an introduction to the chapter, than we will provide a definition for language anxiety, its causes and its effects on students learning process After that we will provide some strategies for both teachers and students to follow to reduce oral performance anxiety.

Chapter three, is mainly devoted for the methodology and research design, we will give an introduction to the chapter, than we will describe the methodology used and the sample of our study.

Chapter four is a practical one, is mainly an analysis of the research data collected which it will be consist of two questionnaires one for students and the other for teachers. We will gather the needed data through open and close-ended questions. We have chosen this tool to gather as much as possible different information and perspectives from both teachers and students; also it can provide a great amount of information in a short period of time.

In the last chapter we will end up our work by giving general conclusion and some pedagogical recommendations for both teachers and students to minimize this phenomenon.

CHAPTER TWO

THE LITERATURE REVIEW

Introduction:

Because anxiety has no boundaries, it can affect everyone. Normal levels of anxiety are to be expected from time to time, and they can be managed in several of ways. Anxiety appears to be either a hindrance or a motivator for learning and/or producing a foreign language (FL). Anxiety can have a negative impact on studying, cognition, concentration, and other elements of daily life. Moderate anxiety, on the other hand, might be a motivator for pupils to improve their levels and feel free when performing. Pupils will be better able to handle and manage anxiety if they realize how to deal with it.

1. Defenition of language anxiety:

One of the most well-studied psychological phenomena is anxiety. It is the sensation of worry, and nervousness that comes with speaking, hearing, and learning a foreign language. It's a major issue since it prevents learners from achieving their language learning objectives.

According to scovel, anxiety is a complicated emotional notion linked with feelings of unease, irritation, self-doubt, fear, or concern, (1978, p 134). Furthermore, it is an immediate mind-body interaction whose consequences are perceived physically, behaviorally, and psychologically at the same moment.

"An uncomfortable sense of uneasiness or worry about something that is happening or could happen in the future, and something that generates a feeling of fear and worry," according to the Cambridge Dictionary (Cambridge online Dictionary of English,1995).

Anxiety is still unclear and not easy concept to define in simple sentences.

2. Causes of Language Anxiety:

Many things can contribute to language anxiety. According to Horwitz et al., the main reasons of language anxiety are fear of communication, fear of a

negative assessment, and exam anxiety (1986). Price (1991) discovered that the amount of difficulty of foreign language classes, individual perceptions of language aptitude, personal attributes, and stressful classroom conditions are all possible sources of anxiety. Based on three variables: the student, the teacher, and the instructional practice, Young (1991) identified six possible sources of language anxiety. Personal and interpersonal anxiety, learner attitudes on language acquisition, instructor viewpoints on language instruction, instructor-learner interactions, classroom procedures, and language testing, he claims, all contribute to language anxiety.

3. Effects of anxiety on students learning process :

Language anxiety is one of the best indicators of language proficiency in the academic world (Onwuegbuzie et al., 2000). It can have negative effects as well as positive ones on the learning performance of pupils and their lives in general.

4.1. Anxiety as an hindrance to learning:

Academically stressed pupils perform poorly in school. This shows how high levels of anxiety can prevent pupils from achieving their full potential in a variety of ways. High levels of anxiety can cause a lot of discomfort for pupils, and as a result, they may avoid attending to school. It reduces pupils' concentration, slows their learning speed and accuracy, and often inhibits them from getting the help they need to catch up. It also affects their working memory since it prevents some information from reaching their cognitive processing system (Sellers, 2000). The anxiety stops pupils from participating in classroom discussions or giving their opinions due to a lack of self-confidence and background information.

4.2 Anxiety as a tool of encouragement:

While high levels of anxiety have been shown to impair pupils academic achievement, moderate levels of anxiety have been shown in some situations to increase pupils motivation and performance (Deshpande and Kawane 1982). Anxiety is a multidimensional reaction to the possibility of failure. Moderate anxiety can be of a great use for pupils and linked to a greater academic success. It motivates them to work and orients pupils to prepare themselves and to act quickly in the face of danger. For example, it makes them aware that they must prepare well for a test or an exam or even a simple performance in class to get the highest degrees and the best recommendations from their teacher. Anxiety does not always diminish students courage, rather it increase it through getting the ability to face that fear of being performing in front of people, interact freely and feel more accepted in the classroom.

4. Improving students performance:

There is a lot of interest in how to cope with anxiety. The majority of research findings revealed that pupils, in addition to their teachers, have a role in reducing anxiety and assisting them in dealing with it. Teachers should make an effort to develop specific strategies to assist anxious pupils, and pupils should be able to tolerate and overcome their fear of speaking.

5.1 Students strategies to moderate anxiety:

5.1.1 Relaxation Techniques:

To cope with anxiety in the classroom, pupils might adopt relaxation techniques. Pupils can use a range of relaxation techniques, according to Bryan (2001), such as deep breathing while relaxing muscles, visualization, and imagining themselves as a competent presenter who is enjoying their presentation. They can also relax by ignoring everything and repeating words

like "I am tranquil," "I am nice and comfortable," "I can complete my task quickly," and so on.

5.1.2 Positive Self Talk:

It is a method that is considered to be an effective way for pupils to minimize their anxiety in front of the class. Furthermore, it is a motivational strategy that teaches pupils how to talk to themselves in a relaxed manner, using positive dialogues rather than negative ones, to help them overcome negative thoughts.

5.1.3 Practice and Preparation:

Practice and preparation are beneficial techniques for helping pupils cope with their anxiety because they increase self-esteem in speaking, which reduces anxiety. Pupils should practice their presentations both inside and outside of class to increase their self-confidence and prepare themselves appropriately to overcome their fears and improve their communication in a foreign language.

5.1.4 Minimizing fear of making mistakes:

Reduced fear of making mistakes is another technique pupils can utilize to manage their anxiety. Fear of making mistakes, according to Bassett (1985), can be a beneficial tool for helping pupils improve their performance. On the other side, excessive fear could be harmful. To overcome their fear of making mistakes, pupils must understand that mistakes are an essential part of learning, not a sign of weakness, and are a normal part of human nature.

5.2 Teachers Strategies to help students cope with anxiety:

5.2.1 Creating a Relaxed Classroom:

The teacher's role in classes is to establish a positive environment, which can be accomplished in a variety of ways. Teachers should use a tolerance norm, use humor, allow students to adjust the classroom atmosphere to their preferences, and use games and music, according to Dorneiy (2001). As a result,

having a positive and supportive classroom environment may motivate and allow pupils to speak the target language fluently.

5.2.2 Teacher Student Relationship:

Interpersonal connections with pupils have an impact on the classroom environment as well as pupils participation. Furthermore, pupils success requires a strong interaction between teachers and pupils. As a result, the pupil is more likely to have faith in the teacher and to attain higher academic goals. Pupils that have positive relationships with their teachers are more likely to participate in the learning process.

5.2.3 Varying Speaking Activities:

Another method that teachers can use to help pupils feel at ease in foreign language classes is to vary the speaking tasks. Teachers can reduce their pupils' fear of speaking and increase their motivation by including real-life activities that can improve learners' self-confidence and reduce their speaking anxiety, such as sharing perspectives on an incident or finding solutions in their discussion groups.

5.2.4 Groupe Work:

Many foreign language academics are focusing on group work as another method for reducing pupils' anxiety when speaking. Pupils who work together will motivate, assist, encourage, and support the participation of their group members because they rely on one another and have same goals, resulting in a sense of camaraderie.

5. Conclusion:

Academic progress and future success are linked to the ability to effectively communicate in a second language. Rather than relying specifically on memory, teachers need to create a rich environment in which pupils can strengthen their self-confidence, which they will need throughout their lives. As a result of the previously described activities, pupils may be more engaged in the learning process, making learning more relevant and enjoyable for them. Consequently, anxiety will automatically decrease.

CHAPTER THREE

METHODOLOGY AND

RESEARCH DESIGN

Introduction:

This chapter have concentrated on the instruments used to collect data on the research topic. Teachers and students are the primary variables in the study, so their perspectives and opinions are crucial in testing our hypothesis and providing the best answers to our research questions.

Methodology:

This study is interested in documenting how anxiety affects pupils' educational performance progress at Khaldoun Bachir's high school. As a result , in this study, we have used one questionnaire addressed to second-year pupils and another one addressed to the teachers of English in which it aimes to assess data qualitatively.

Participants and setting:

This study was carried out at Khaldoun Bachir high school during the second tremester of the academic year 2021/2022. In this study, thirty-five (35) male and female participants were divided into two groups:

- 1) Thirty Pupils learning English as a foreign language.
- 2) Five Khaldoun Bachir's teachers of English

Students Questionnaire:

We worked with (30) second year pupils who were picked at random from various divisions to gather answers to our questionnaire.

Teachers Questionnaire:

In addition to the pupils' questionnaire, we found it was necessary to conduct a teacher's questionnaire too. This tool's major purpose is to figure out how to come up with suggestions that will make pupils feel less anxious. We collaborated with (5) teachers of English at Khaldoun Bachir's High School.

CHAPTER FOUR

***ANALYSIS OF
DATA COLLECTION***

Introduction:

This chapter aims to investigate the presence of anxiety in foreign language acquisition, to answer the study objectives, we employed a questionnaire to gather data. The survey is accessible to thirty (30) pupils from Khaldoun Bachir high school. We discovered that, in addition to the pupils' questionnaire, a separate one for teachers is required. The primary goal of this study is to find out how anxiety affects pupils' oral performance. The questionnaire was sent to five (05) teachers.

Learner's Questionnaire:

Q1: Gender?

Our sample was composed about 20 females and 10 males.

Q2: Do you believe it's tough to learn English as a foreign language?

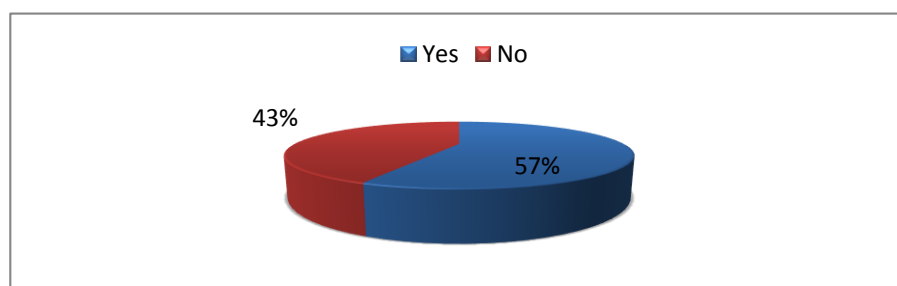


Figure01 : Participants' Opinion about the Difficulty of Learning English as a Foreign Language.

According to the data, (43%) of pupils believe learning English as a foreign language is not tough, while those who believe it is difficult are (57%). As a result, we conclude that the proportions are about equal.

03- If yes, is anxiety one of the reasons you're having trouble learning a foreign language?

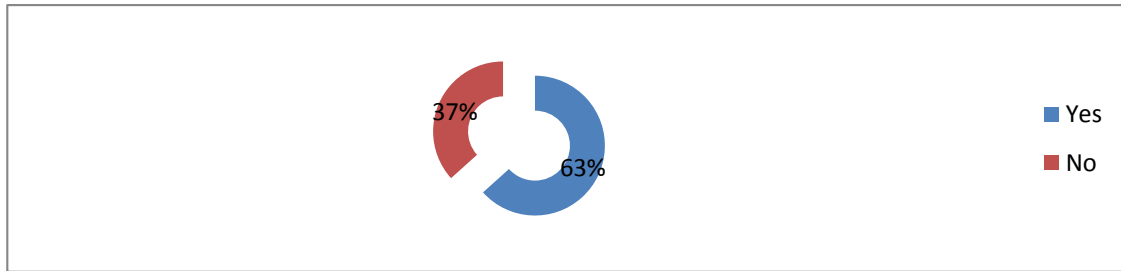


Figure02 : Participants' Opinion about whether anxiety is one of the reasons having trouble in studying a foreign language or no.

According to the data above, the majority of pupils (63%) believe that anxiety is one of the reasons they are having difficulty learning a foreign language, while those who do not believe anxiety is one of the reasons they are having difficulty learning a foreign language are the minority (37%). The number of pupils who believe anxiety makes learning difficult for them is higher than the number of pupils who do not believe anxiety makes studying difficult for them. We say that anxiety is a real issue that hinders the learning progress

04- Do you think anxiety is caused because of:

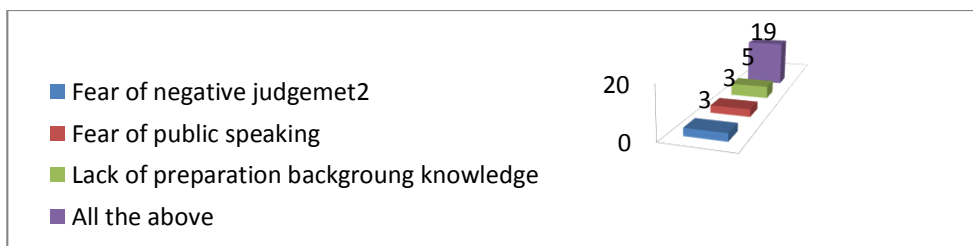


Figure03:Participant's perception about their cause of anxiety.

According to the data above, (19) of the participants believe that all the above choices have some impact on the pupil's scientific output. The following findings have an impact on their ability to succeed in the learning process; as well as it create a barrier that prevents them from achieving their goals.

05- Do you agree that a high level of anxiety prohibit you to learn and diminish your performance in class?

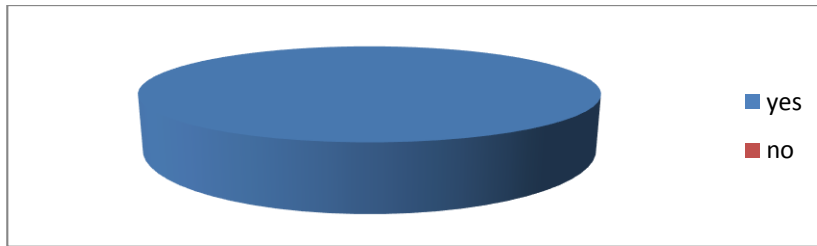


Figure04 : Students' Perception about the high level of anxiety

As seen in the pie above, all of the participants agree that their oral performance in class is hindered by high levels of anxiety. We conclude that pupils continue to struggle with anxiety, which has a negative impact on their learning process in general and their speaking performance in particular.

06-Do you agree that a moderate level of anxiety motivate you to learn and perform better in class?

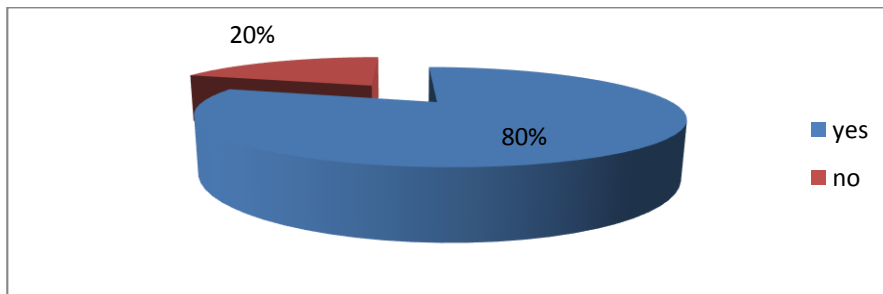


Figure05 : Students' Perception about the moderate anxiety .

As seen in the graph, the vast majority of participants (80%) agree that moderate anxiety motivates them to learn and improve their learning abilities. However, (20%) of the respondents disagree that moderate anxiety motivates them to learn and improve their learning abilities. As a result, deduce that moderate anxiety has a good effect on the majority.

07-If yes, does your fear of classroom tasks make you prepare well?

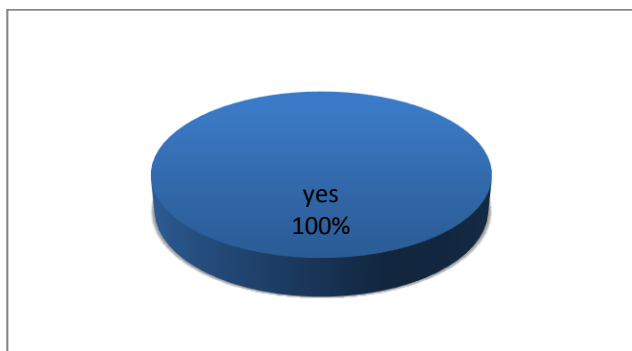


Figure06 : Students' Perception about their classroom tasks.

According to the above graph, all pupils said yes and consider moderate anxiety as a motivator for them to prepare well for classroom tasks. Consequently, we say that moderate anxiety is a facilitator and motivator for learning.

08- If yes, for what reason?

All of the respondents stated that moderate anxiety causes them to prepare properly for classroom tasks in order to improve their grades and level by overcoming their fears and becoming more skilled speakers via the finest preparations.

09-In your opinion what are the best techniques that you can follow to reduce your anxiety?

According to the respondents, we notice that they confirms that varying in speaking activities is so useful for them in minimizing anxiety while giving an oral presentation. We can say that nearly all pupils are anxious speakers, accordingly, multiple ways and techniques are available to minimize their fears, they may rely on them to feel more comfortable and control their speaking anxiety in class.

Teachers Questionnaire:

01-Teachers qualification:

Teachers who received the questionnaire have taught English for many years , thus their expertise can assist us in investigating oral anxiety in pupils. As a result, their opinions and recommendations are really useful and dependable in our research.

02- How would you describe the amount of anxiety among your learners in class?

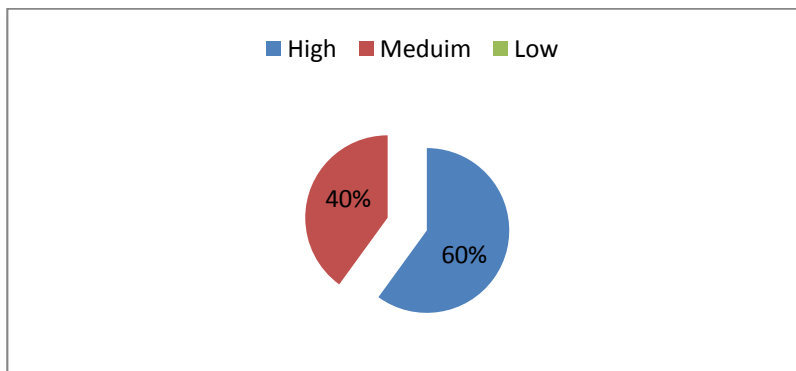


Figure 07: Teachers' Opinion about their Students Level of Anxiety:

The data found that the majority of teachers believe that their pupils' anxiety in the classroom is high, with only two out of five believing their pupils have a medium degree of anxiety and none believing their pupils have a low level of anxiety. We can deduce that the majority of teachers are aware of tension in their classes. As a result, when a pupil's learning is hampered by anxiety, it will be extremely challenging for them to relax in the classroom.

03- Do you think that learners anxiety is caused because of:

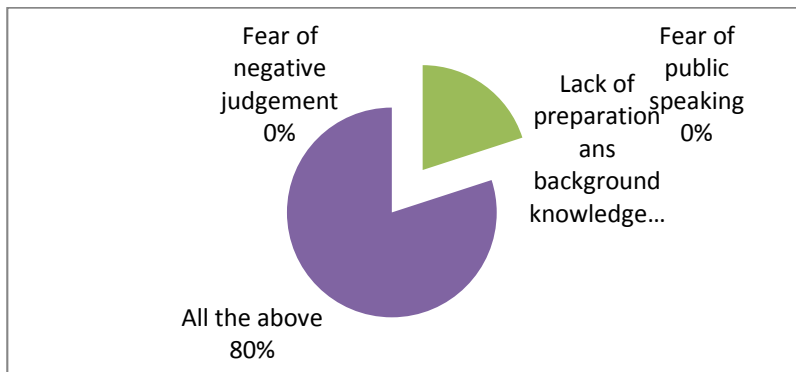


Figure 08: :Teacher's perception about the cause of their student's anxiety

According to the findings above, (80%) of teachers believe that all of these elements contribute to pupils' inability to communicate, while the remaining 20% goes to pupils' lack of preparation and background knowledge. As a result, all of the given objects may contribute to pupils' inability to learn and speak their target language, and pupils who are anxious are unlikely to learn as quickly as their more calm and confident peers.

04- Do you agree with the idea that moderate anxiety motivate pupils to learn and perform better?

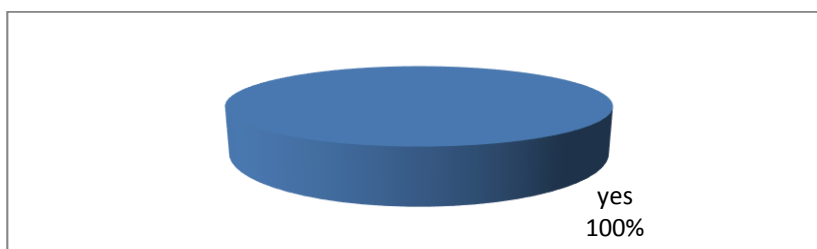


Figure 09 : Teacher's perception about the high level of anxiety

As seen in the graph, (100%) of the participants agree that moderate anxiety motivates pupils to learn and improve their learning abilities. However, non of the respondents disagree that moderate anxiety motivates them to learn and improve their learning abilities. As a result, we deduce that moderate anxiety has a good effect on all pupils.

05- Do you agree that high level of anxiety diminish students capacities?

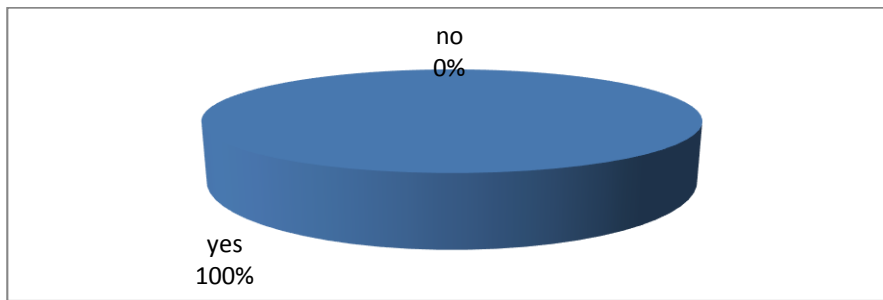


Figure 10 : Teachers' Perception about the moderate anxiety .

As shown in the graph, all of the participants agree that high levels of anxiety impede pupils' speech performance in class. Teachers believe that pupils continue to struggle with anxiety, which negatively effects and harms their speaking performance.

06- how can you get your learner talk about by motivating them?

All of the teachers stated that they always encourage their pupils to participate in the classroom by emphasizing that they only need to try because mistakes are an inevitable part of learning. Additionally, engaging pupils in a variety of speaking activities and giving them with a variety of topics to discuss, as well as encouraging them to talk about their learning issues and try to find solutions. As a result, teachers should always be looking for new ways to motivate their pupils in class.

07- Do you think that the academic methods would help your students feel more comfortable while using second language?

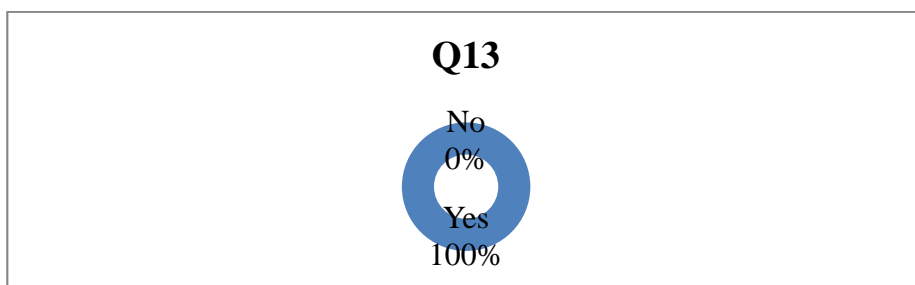


Figure 11 : Teachers' opinion about varying speaking activities for the learners:

As shown in the pie above, all teachers agree that the academic methods are a good solution that can help pupils feel more at ease and comfortable in class.

08- How?

According to all teachers, the diversity of speaking activities in the classroom will make pupils feel more at ease while studying. We might conclude from these results that such teachers are aware of their crucial role in lowering their pupils' apprehension of learning a foreign language. As a result, if they proceed in the proper direction, they will be able to lessen tension in their classes.

Conclusion:

Most foreign language teachers that we dealt with, assume that anxiety has a significant impact on pupils' classroom performance and accomplishment, resulting in a reduction as well as increasing in their language ability. As a result, we devised the above-mentioned instructions in search of effective ways for assisting students in overcoming anxiety. Furthermore, both teachers and pupils aid to reduce pupils' speaking anxiety by employing several strategies that are already mentioned in our theoretical framework and proved in our discussion of the results, that assist pupils in controlling their anxiety and achieving better results.

CHAPTER FIVE

GENERAL CONCLUSION AND RECOMMENDATIONS

General Conclusion:

According to our theoretical framework, anxiety is one of the most complicated issues that learners face while speaking. We conducted a study to demonstrate how this issue affects pupils' oral performance, and we discovered a substantial correlation between the two levels of anxiety and oral performance. As a result, foreign language anxiety can be both a barrier and a facilitator for learning.

The researcher discovered that many factors contribute to pupils' anxiety, including a lack of background knowledge, fear of negative judgements, a lack of preparation, a lack of motivation, communication anxiety, and the fear of making mistakes, based on the analysis of the questionnaires. Furthermore, the findings demonstrate that the majority of our instructors are aware of the issue and have devised strategies to assist their pupils in avoiding anxiousness. These findings, support and confirm the substance of the theoretical framework.

Based on the analysis of the questionnaires, the two main levels of anxiety moderate and high level has a detrimental impact on the oral performance of pupils and their language acquisition. Furthermore, both teachers and pupils are aware that anxiety is the most significant emotional factor affecting student oral performance whether positively or negatively. Both teachers and pupils can play a vital role in reducing learning anxiety while performing. For that teachers work to reduce the causes of oral anxiety through assisting pupils in developing and improving their oral performance through following a range of strategies that were of a great benefit for pupils. On the other hand, pupils can reduce their fear of learning and performing in a foreign language by employing a variety of techniques to develop their speaking skills and overcome their anxiety while performing in front of an audience. All in all, our field work and theoretical framework confirms and validate our research hypothesis.

Pedagogical Recommendations:

The goal of this study is to demonstrate the effect of anxiety on students' learning process as well as to assist teachers in minimizing students anxiety. In order to help

the two teachers and pupils enhance their speaking skills and minimize anxiety, the following ideas were proposed for this study:

Teachers should provide an adequate classroom environment to enable students to talk about their learning challenges and discover acceptable solutions by giving them opportunities to speak more in class in order to improve their oral skills.

Teachers should identify anxious students and make interventions to help them overcome their anxiety through incorporating various speaking activities.

Students have to prepare and practice the language in advance in order to minimize their speaking anxiety.

In addition, the diversity of speaking activities would help students to show their strengths and feel more comfortable in class.

Students should know that they may make mistakes, but they should not be anxious and they should know how to control anxiety, in order to improve their oral performance and speaking skills.

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APPENDICES

Appendix A: Students' Questionnaire

Students' Questionnaire

Dear students,

This questionnaire is an attempt to collect information required for completing a master's dissertation. This questionnaire is designed to look at how students' anxiety affects their oral performance during the learning process. We'd be glad if you could respond to the following questions and share your thoughts on the situation described above. Make a detailed statement wherever required, then tick () your answer(s) in the respective box(es).

Thanks for your cooperation.

Questions:

01-Gender :

a) *Male*

b) *Female*

02-Do you believe it's tough to learn English as a foreign language?

a) *Yes*

b) *No*

03-If yes, is anxiety one of the reasons you're having trouble learning a foreign language?

a) *Yes*

b) *No*

04- Do you think anxiety is caused because of:

a) *Fear of negative judgement*

b) *Fear of public speaking*

Appendix B: Teachers' Questionnaire :

Teachers' Questionnaire

Dear teachers,

As part of our research, you are kindly asked to fill out this questionnaire. The purpose of this survey is to collect information about how anxiety impacts students' oral performance. If you could please respond to the following questions, it would be greatly appreciated.

I appreciate your time and cooperation in advance.

01-Teachers qualification:

a) *L (Lisance)*

b) *Ma (Master)*

02- How would you describe the amount of anxiety among your learners in class?

a) *High*

b) *Meduim*

c) *Low*

03- Do you think that learners anxiety is caused because of:

a) *Fear of negative judgement*

b) *Fear of public speaking*

c) *Lack of preparation and background knowledge*

d) *All the above*

04- Do you agree with the idea that moderate anxiety motivate students to learn and perform better?

a) *Yes*

b) *No*

05- Do you agree that high level of anxiety diminish students capacities?

a) *Yes*

b) *No*

06- how can you get your learner talk about by motivating them?

a) Yes

b) No

07- Do you think that the academic methods would help your students feel more comfortable while using second language?

a) Yes

b) No

08- How?

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