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The Effect of Fear of Negative Evaluation on EFL Learners' Oral Performance

The Case of First Year Students of English at the University of Bejaia.

A Dissertation Submitted in Part Fulfillment of the Requirements for the
degree of **Master Two in Linguistics**

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Dedication

I dedicate this work:

*To the dearest people to my heart *My Parents*,*

*To my beloved husband *Nadir*,*

Without whom, this would have been impossible.

*To my family-in-law, my sisters and brothers, especially *Hicham*.*

To all my friends,

To all those who have stood by me to accomplish this piece of work.

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I wish to express my deep love to my husband, the person who supported and helped me all along the way to succeed in my life,

An appreciation goes also to all who helped me in one way or another to realise this work.

Abstract

The present paper sheds the light on the effect of Fear of Negative Evaluation (FNE) on students' oral performance. To test our hypothesis and to find answers to the research questions; we have adopted a mixed-methodology approach based on both quantitative and qualitative methods. The quantitative method consisted of the Foreign Language Classroom Anxiety Scale (FLCAS) and a questionnaire; both were administered to first year students at the department of English, university of Bejaia. While the qualitative method was based on semi-structured interviews with oral expression teachers at the same department. A descriptive statistical analysis was used to report the gathered data. Findings showed that FNE is a phenomenon that leads to students' reluctance to speak. Moreover, it was revealed that FNE has a negative effect on students' oral performance. The pedagogical implications of these findings were presented to cope with FNE and to improve learners' speaking skill. Furthermore, some suggestions for future research are presented at the end of the paper.

Key words: Fear, Negative evaluation, Oral Performance, Foreign Language Anxiety.

List of Abbreviations and Acronyms

CA: Communication Apprehension

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

F: Frequency

FL: Foreign Language

FLCAS: Foreign Language Classroom Anxiety Scale

FLL: Foreign Language Learning

FNE: Fear of Negative Evaluation

LAD: Language Acquisition Device

LMD: License/Master/Doctorat

SPSS: Statistical Package for Social Sciences

%: Percent

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Glossary of Terms

Effect: (1) an impression produced in the mind of a person. (2) A change, which is a result or consequence of an action or other cause (the Oxford Advanced American Dictionary entry: Effect, 2006, p.468).

Fear of negative evaluation: Yokus, H (2013, p.16) defined fear of negative evaluation as a state of fear and anxiety that in interpersonal relationships or situations where one should show a performance, individuals will be evaluated by others in a pejorative, humiliating, derogative and insulting manner

EFL: EFL is an abbreviation for English as a foreign language and “EFL learners” refers to people learning English language, which is not their first language (the Oxford Advanced American Dictionary entry: EFL, 2006, p.469).

Oral performance: An individual's use of a language in a task, activity, or presentation orally, i.e. what a speaker actually says, including hesitations, false starts, and errors (The Oxford Advanced American Dictionary Entry: Performance, 2006, p.1080).

Language anxiety: According to Horwitz, Horwitz, & Cope (1986, p.128) “Language anxiety is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”

Foreign Language Classroom Anxiety Scale (FLCAS): The FLCAS is “a self-report measure that assesses the degree of anxiety, as evidenced by negative performance experiences and social comparisons, psycho-physiological symptoms, and avoidance behaviors” (Horwitz, Horwitz & Cope, 1986).

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General Introduction

General Introduction

I. Introduction

Learning a foreign language may entail a number of difficulties for learners. These difficulties are mainly related to psychological factors that influence the learning and teaching process are considered as an important area of study because of the significant influence it can have on learners' learning processes; therefore, this issue seems to be one of the foreign language teacher's biggest worries. This concern is relevant, since, according to Idri, N. (2014), feelings like anxiety, fear, interest, and desire may either contribute to or halt English language learning.

Egan (1999) claimed that speaking the target language effectively is at the heart of Foreign Language Learning (FLL). However, Young (1991) cited that speaking is the most anxiety provoking skill among the other language skills. Hence, speaking in class is probably the most frequently cited concern of the anxious FL students. Moreover, in the EFL context a continual inspection or evaluation, either positive or negative, is required by the teacher or by the peers. Thus, negative judgements may lead learners to experience Fear of Negative Evaluation (FNE).

The current research investigates foreign language anxiety (FLA), which is recognized as one of the most important disabilities of the learning process, and more precisely, the fear of negative evaluation.

From my own experience as a teacher, learners may use English in their discussions either in the classroom or in the speaking community, and this leads to the feelings of being afraid of making mistakes. Price (as cited in Aydin, 2008) stated that evaluation from others in class, teachers and peers, makes English language learners feel uncomfortable to perform an oral task.

These studies have successfully defined the concept of fear of negative evaluation but with some limited information about its impact on EFL learners especially their oral performance without finding a clear solution to this educational problem and its effects on the learning achievement.

Through our research, we are trying to show some effects of fear of negative evaluation on EFL students' oral performance, discussing a number of factors contributing to its existence, as well as providing some coping strategies to overcome such problem.

II. Statement of the Problem

Many researchers confirmed that Foreign Language Learning (FLL) in itself is a source of anxiety, (Horwitz, Horwitz & Cope, 1986; Worde, 2003; MacIntyre & Gardner, 1991a; Young, 1990), which affects the learners' performance in one way or another. Nonetheless, being fluent in speaking is the ultimate goal of any FL learner. Unfortunately, one of the most common problems for EFL teachers is dealing with a passive class, where students are unresponsive, anxious, and reluctant and avoid interaction with the teacher and even with classmates and are unable to speak well in varied tasks because of the fear of negative evaluation. Therefore, the core issue underlying our research is investigating the effects of FNE on EFL learners' oral performance. The case of first year students at the Department of English at the University of Bejaia.

III. Aim of the Study

Nowadays, EFL teachers strive to make their classes more communicatively dynamic by using different techniques and activities to encourage students to take initiatives, speak out their thoughts, and use language creatively, purposefully, and interactively. The essential aim of this study is to investigate the effects of Fear of Negative Evaluation (FNE) on the students' speaking skill during oral expression sessions. Moreover, this research work tries to investigate the potential sources contributing to learners' fear of speaking in front of others in the classroom. Finally, providing some techniques and strategies for both teachers and learners to reduce fear of negative evaluation and improve EFL learners' oral performance is another aim of our study.

IV. The Research Questions

To guide this work, we have formulated a set of research questions:

- 1- Do first year students feel fear of being negatively evaluated during oral expression sessions?
- 2- Which factors can contribute to the alleviation of fear of negative evaluation during oral performance?
- 3- What are the effects of FNE on first year LMD students' oral performance?
- 4- What strategies do the students apply to overcome their FNE and what are the teachers' roles to reduce their FNE and to improve their oral performance?

V. Research Hypothesis

We hypothesize that, if EFL learners experience fear of negative evaluation, their oral performance will be negatively affected.

VI. Significance of the Study

Our research investigates one of the significant barriers that students may face during their oral production of the target language, which is fear of negative evaluation, one of the FLA components. Negative evaluation impedes learners' achievement and lower their participation in the classroom. Hence, this study investigates the effect of FNE on the students' oral performance. In addition, due to the influence of FNE on both language learning and communication processes, we try to research the sources behind it; therefore, it is crucial to raise the learners' awareness about how much their feelings, behaviours, and beliefs may affect their oral performance.

VII. Structure of the Dissertation

This dissertation is organized into two parts. The first part introduces a general theoretical background of the study, which is further divided into two chapters. Chapter one is devoted to the overview of the speaking skill. It comprises an introduction to the chapter, a definition of speaking, its importance, elements, and types of speaking tasks. In addition, we tried to shed light on the characteristics of speaking performance and the speaking difficulties in foreign language learning.

The second chapter is divided into two sections. The first section is dedicated for a brief overview of foreign language anxiety (FLA), its definitions, sources, types, and components. Section two deals with FNE in details, providing its definitions, sources, symptoms, effects, and its impact on students' oral performance.

Part two also includes two chapters. We find in chapter three the practical part of the dissertation. First, a general description of the methodology chosen to conduct this research is provided. It is then followed by another section devoted mainly to the analysis of the gathered data. In chapter four, through a full discussion of the obtained data, we aimed to discover the causes that lead to students' FNE during the oral performance and the strategies that teachers and learners can follow to diminish it. Moreover, limitations, implications, and suggestions for further research were proposed at the end.

Part One:
Theoretical Background

Chapter One:

The Speaking Skill

Chapter One: The Speaking Skill

Introduction

The ability to speak and communicate is the main difference between animals and human beings. To achieve their daily needs, people are interacting using language.

While learning a language, learners need to develop and master four major skills: speaking, listening, reading, and writing. These skills are intended to develop the learners' literacy (reading and writing), and fluency (listening and speaking). In other words, the purpose of language learning is to improve the speakers' four skills with the strong foundation of large vocabulary and good grammar. Many the learners face greater barriers and many obstructions in their way of achieving the language proficiency.

English as a foreign/second language seems to be very difficult for students to produce inside and outside the classroom. Despite of the fact that learning grammar and language structure is significant, they are not sufficient to acquire the second/foreign language since many students have several problems in using it with the others. Communication in the classroom means having the students practicing their language in pairs or groups in order to improve their speaking ability. To help students develop this skill (i.e. speaking), the teacher should choose subjects and methods according to the learners' styles and levels. Furthermore, the students should be given the opportunity to practice their speaking through being involved in the class activities.

In this chapter, we will shed light on the speaking skill, its definition, elements, importance, and its characteristics, how teachers correct mistakes; as well as, the major difficulties that the students may face when speaking.

1. Definitions of the Speaking Skill

It seems that the concept of speaking is quite familiar to everyone, but it is difficult to give a precise definition to terms such as speaking skill since it has been defined in various ways in different disciplines (Haidara, 2016). Nonetheless, many researchers tried to define speaking. Brown, H. D. (2004)

considered speaking as a productive skill that can be observed directly and empirically. “The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language” (Luoma, 2004, p. ix). Therefore, speaking is one of the most important skills to be developed and enhanced as means of effective communication. However, it is regarded also as one of the most difficult aspects of language learning (Leong & Ahmadi, 2017). Thus, many language learners find it difficult to express themselves in spoken language.

Since, according to Egan (1999), speaking is at the heart of FLL. Richards in 2008 believed that it is a priority for foreign language learners to master the speaking skill. Consequently, learners tend to evaluate their success in language learning based on how much they feel they have improved in their spoken language proficiency. In the same sense, Thornbury (2005) stated that knowledge of a language is not the same as the ability to speak it and knowledge of some rules of grammar and some vocabulary does not necessarily enable the person to speak. It needs more than those aspects. In fact, this skill requires interaction and cooperation between two or more persons and needs knowledge about taking turns during a speech.

Overall, Speaking is considered as the ability to use the language and communicate with others fluently. Despite the fact that speaking is a skill which is worthy of attention in both first and second language, it has been overlooked in schools due to different reasons like the emphasis on teaching passive knowledge. That is to say, teachers did not teach or test the speaking ability of their students since they focused on developing their grammar, vocabulary and pronunciation. However, after the emergence of Communicative Language Teaching (CLT) the emphasis on the speaking skill started to gain importance.

Hughes (2002) defined the speaking skill as an art that can be connected to the skill of persuasion and influencing others by means of rhetoric. Hence, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Mazouzi, 2013, p. 5). Therefore, its forms and meanings are dependent on the context, which includes the participants themselves, their collective experiences, the physical environment and the purpose of speaking. In other words, in order to learn to communicate in

another language expertly, the speaker must change and expand their identities to adopt the new cultural, social and even political factors of the target language.

2. Elements of Speaking

Speaking ability requires not only knowledge of language areas, but also the ability to perform the language competently. Harmer (2001, p.269-271) divided speaking into two elements according to its language features and mental/social processing.

2.1. Language features

Among the necessary elements of productive speaking are the following:

2.1.1. Connected speech

The speaker should be able to produce connected phonemes. Speakers should link their utterances and do not use separated phonemes. These sounds may be modified, omitted, added, or weakened.

2.1.2. Expressive devices

Student should acquire at least some “suprasegmental features” such as body language and changing the pitch because these devices help them to transmit the message clearly, especially in face-to-face interaction. Students should pay attention while listening to native speakers’ conversations, because they change some parts of the language especially the stress and speed, and sometimes their physical gestures.

2.1.3. Lexis and grammar

Learners usually use the same lexical utterances in different functions. In this case, the teacher should provide students with different phrases to convey different language functions such as: agreeing, expressing shock, surprise, joy...in order to be competent in using them.

2.1.4. Negotiation language

The students have to be taught how to ask for clarification during a discussion, offering them expressions like: I am sorry; I did not quite catch that, I do not understand, would you explain please?, etc.

2.2. Mental/ social processing

Knowing the language skills or devices as a part of spoken language is not enough since it involves immediate processing while interacting with one or more participants. Success in language is related to the rapid processing skills of the speaker's productive ability.

2.2.1 Language processing

Learners need to be able to process language in their minds. They have to put information in a coherent order so that the listener grasps what the speaker intends to say. In addition, speakers should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

2.2.2 Interacting with others

Most speaking situations involve interaction between two or more interlocutors. This indicates that a good speaker should be a good listener as well. Therefore, understanding others' feelings and knowing when to take the floor of speech or allowing the others talk is very important.

2.2.3. Information processing

The more we are rapid in processing information the more effective we are as instant communicators and vice versa. Therefore, speakers should be ready for processing information. In addition, they have to response to the others' talk immediately.

3. The Importance of Speaking

People may sometimes undervalue speaking but it deserves attention as much as literary skills (Bygate, 1987). Of all the four language skills, speaking is considered as the most important skill, because people who know a language are referred as the "speakers" of that language (Ur, 1991). Speaking was an ignored skill in the language teaching/learning approaches. For instance, in Grammar translation method the whole attention was given to literacy skills i.e. reading and writing. However, by the coming of the Communicative Language Teaching approach, the speaking skill was given more interest and more significant role

since it occurs together with the other skills in the real world (Richards, 2008). The Learners' chance to speak increases as that approach is students-centered approach. Currently, EFL learners give main concern to speaking and do their best to be able to speak and communicate with the target language.

According to Haidara, speaking skill is a “cornerstone in the issue of second or foreign language teaching and learning process” (2016, p. 1502). Accordingly, Hughes in 2002 highlighted the importance of speaking as being the laboratory for linguistic innovation where new words, linguistic items and grammatical forms tend to be generated in the spoken language rather than the written one. Moreover, Leong & Ahmadi (2017) indicated that speaking helps students enhancing grammar and vocabulary. It enables them to express various language functions; speaking allows the students to express their feelings, thoughts, viewpoints, and beliefs; as well as giving them the chance to tell stories, inform, explain, describe or ask.

Speaking is an essential tool for communication outside the classroom as well. The ability to speak gives further opportunities to get better job for instance, companies that need to communicate with other foreign companies will need people that speak very well.

Additionally, speaking is one of the most difficult skills language learners have to face. Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it fluently. Luoma (2004, p. ix) also elicits the importance of speaking skill through very short and precise words that speaking is:

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language.

Harmer (2001) emphasized the importance of speaking stated that a successful mastery of the language requires to practice in the classroom otherwise students will be considered as they are wasting their time.

4. Characteristics of Speaking Performance

As the proverb says, ‘practice makes perfect’. Therefore, students must practice to speak as often as possible so that they are able to reach fluency and accuracy. Speaking is the production skill that is included in two main categories: accuracy and fluency (Derakhshan, Khalili & Beheshti, 2016). Traditionally, accuracy is deemed to be more important than fluency.

4.1. Fluency

Fluency is the main characteristic of the speaker performance. It is the essential goal that teachers aim to achieve in teaching speaking. Hedge (2000) expressed that fluency is the ability to link parts of speech in a smooth way without interruption or inappropriate slowness or hesitation and thus it is reserved to the speech production only. Moreover, Hughes (2002, p. 113) defined fluency as the learner's ability to speak in reasonable, intelligible and accurate way without too much hesitation in order not to break down the communication because listeners will lose their interest.

Fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, in addition to the appropriate use of stress and intonation. Thornbury (2005) argued that both speed and pausing are important factors in fluency because all speakers need to draw breath even the native speaker to let the interlocutors catch up what they said. A suggestion by Thornbury about what he named "production strategies" which the speaker use i.e. the ability to fill the pauses. The most common pause fillers are “uh, um, er, erm...” and some “vagueness expression” such as "I mean" and "sort of". Another device for filling pauses is the repetition of one word when there is a pause. In addition, he emphasized on the frequency of pauses more than the length and placement. In the same viewpoint, fluency is typically measured by speed of access or production and by the number of hesitations (Nation & Newton, 2009).

4.2. Accuracy

According to Nunan (1999), students need a linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language. Nowadays most of second/foreign language teachers emphasize accuracy in their teaching; however, students concentrate more on fluency rather than accuracy. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. Brown, H. D. (2004), emphasized on accuracy by considering speaking as the product of creative construction of linguistic strings, the choice of lexicon, structure, and discourse. Additionally, Brown, H. D. (2000) in his book of “Teaching by Principles” in agreed that even though fluency may be the ultimate goal of any language class, accuracy should be achieved to some extent, by allowing students to focus on elements of grammar, vocabulary, and pronunciation to produce comprehensible and accurate language.

4.2.1. Grammar

Grammar is sometime defined as the way words are put together to make correct sentences (Ur, 1991, p. 75). It refers to the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer 2001, p. 12). It is needed for students to arrange correct sentences in conversation. Biber and Conrad (in press) have shown that the grammatical constructions used in the speech are typically very different from those that are used in written language (as cited in Nation, 2011, p. 450). This means that the grammatical accuracy refers to the range and the appropriate use of grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. Thornbury (2005) stated that the grammar on spoken language is not identical with the written one and the use of FL in the real-time in unexpected opportunities lead to the use of less complex utterances than in the written language.

4.2.2. Vocabulary

A simple definition of vocabulary was proposed by Ur (1991) who considered vocabulary as “the words we teach in FL” (p. 60). Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Although vocabulary is an essential element of any language use, the words have to be arranged together in the right ways (Nation, 2011). Students often find difficulties when they try to express what they want to say due to the lack of appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms, which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.

4.2.3. Pronunciation

“The lowest level of knowledge speaker draw on is the pronunciation” (Thornbury, 2005, p. 24). We all agree that English language is considered difficult due to its complex pronunciation. So, to speak the English language accurately, Harmer (2001) emphasized that learners need to be aware of the different phonological rules, places of sounds articulations and sound features. All these components help them to speak the language effectively, provide better oral performance and develop speaking. In addition, knowing where to put stress, and when to rise or fall intonation are also essential issues giving them additional advantage to improve their level of proficiency and better understanding of spoken English.

Ur in 1991, related the term pronunciation to the sounds of the language, or ‘phonology’, stress and rhythm, and intonation. However, according to Nation (2011), pronunciation is likely to be affected by many factors such as: the age at which the learner begins learning the language, the learner’s first language, the attitude of the learner towards pronunciation, and the conditions in the classroom under which the learner learns the language.

5. Speaking Difficulties

Brown, H. D. (2000) believed that some characteristics of the spoken language make the oral production easy as well as difficult in some cases. Students should take into account the importance of these characteristics in speech production. They are as follows:

5.1. Clustering

When students speak fluently, they produce a connected speech not word by word. Clustering helps them to organize and store their knowledge both cognitively and physically.

5.2. Redundancy

The use of this technique helps students to produce clear utterances and highlight what is important to transfer rather than the unnecessary information.

5.3. Reduced forms

Learning colloquial contractions such as elisions, abbreviations, reduced vowels...etc. can help students to avoid special problems in learning spoken English.

5.4. Performance variables

The process of thinking while speaking can allow students to manifest a certain number of performance variables such as hesitations, pauses, backtracking, and corrections. These variables can be taught.

5.5. Colloquial language

Teachers should make sure that their students will be acquainted and normally will have the opportunity to practice words, idioms, and phrases of the colloquial language.

5.6. Rate of delivery

One of the fluency salient characteristics is rate of delivery. This means that students should be taught how to deliver their speech in an acceptable speed when interacting with others using the FL.

5.7. Stress, rhythm, and intonation

According to Brown H. D (2000), these are the most important aspects of pronunciation due to their significant role in conveying spoken messages.

5.8. Interaction

Speaking in vacuum or without interlocutors will rob speaking for its richest component, as Brown, H. D. called it, “the creativity of conversational negotiation” (p. 271).

6. Correcting Speaking Mistakes

It is natural for any student during the process of learning to make mistakes. The alteration of errors in the speaking skill is different from the other skills in that it is done immediately as the speech is uttered. Therefore, teachers should find a way to correct their students’ mistakes without bothering or interrupting them during performance. Ideally, students should repeat after their teacher’s corrections immediately, as they go along to allow them improve speaking skills. Better still, they should also have some trace of their mistakes to avoid them in the future. The views about constant correction of speaking mistakes are shared. However, not all mistakes have to be corrected. Students may feel intimidated and stop speaking for fear of being corrected in front of the class or it can interrupt the flow of speech and break a student’s string of thoughts or concentration; as Ur (1991) cited that when the student is in mid-speech, and to correct the mistake it would disturb and discourage more than help.

On the other side, there are teachers who do not correct their mistakes but again this is not the solution. Students will not realize they are making mistakes and believe they are error-free; therefore, there are situations when correction is likely to be helpful (Ur, 1991).

Teachers can correct only when necessary. For example, when the student needs correction in order to continue, when the meaning of what the student says is uncertain, and when several students make the same mistake.

7. Role of Oral Session’s Teacher

Even though the teacher is no more the center of the teaching-learning process, he still has a vital role. Hedge (2000, p. 26) said about the teachers’ roles: “we will have to play different roles at different times.” According to Harmer

(2001), teacher's roles may range from the ones of a controller, organizer, assessor, and prompter, participant to the ones of a resource, tutor, and observer.

7.1. Controller

The teacher controls the classroom situation to make the teaching and learning process beneficial and comfortable. He controls and manages what matters are to be taught and imposes order. As a controller, a teacher can inspire if he has knowledge and charisma.

7.2. Organizer

The teacher organizes the students to do some activities. He gives information, directions, and instructions to the students, and gets the students involve in the classroom activities. The organizer can also serve as a demonstrator, this role allows a teacher to be involved and engaged with learners and give content feedback.

7.3. Assessor

The teacher provides feedback and correction on the students' performance and grade students in various ways. The role of an assessor gives teachers an opportunity to correct learners.

7.4. Prompter

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. The teacher encourages, helps, and assists the students in doing their work.

7.5. Participant

The teacher might join in the classroom activities not as the teacher but also as a student by taking part in the discussion, role-play and group activities. When a teacher takes part in an activity it helps relax the atmosphere. It can be a great way to interact with learners without being too overpowering.

7.6. Resource

The teacher is a kind of a walking resource center ready to offer help if needed. Sometimes s/he helps the students when they find some difficult phrases

or even when the students do not know how to say or how to write something. They may ask their teacher for information they would like to have in doing their activities.

7.7. Tutor

The teacher combines the role of prompter and resource. The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas. This role can be a great way to pay individual attention to a student.

7.8. Observer

This means that the teacher observe the whole classroom including watching, listening, and pay attention to what students do, so that s/he can take notes of what the students do during the class and then give them the useful group or individual feedback.

8. Students' Roles during the Oral Session

Willis (1996) assigned the following roles for the learners in the Classroom communication:

8.1. In the pre-task, students should

- Write down useful words and phrases from the pre-task activities and/or the recording.
- Spend few minutes preparing for the task individually.

8.2. In the task, the students should

- Perform the task in pairs or small groups.
- Prepare to report how they performed the task and what they discovered to the class.
- Rehearse what they will present to the entire class.
- Present their spoken reports to the class.

8.3. In the post-task (language focus), the student should

- Perform consciousness-raising activities to identify and process specific language features from the task and transcript.
- Ask about other features they noticed.

- Practice words, phrases and patterns from the analysis activities.
- Enter useful language items in their language notebooks.

9. Some Activities in Oral Expression Session

The main purpose of the oral session is to increase students' oral proficiency. Some activities are proposed to achieve this purpose. All these activities motivate students to participate and interact in the classroom and mainly develop their speaking skill.

9.1. Debate

Debate is a classic task that can incorporate pair or group work, depending on the size of your class. Create groups and assign each group a side of an argument. Use pair work time to allow students to develop their argument and conclude with a class-wide debate. Debate is made even more interesting when you present students with authentic materials to use as support for their claims. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it.

9.2. Short Talks

Create a stack of topic cards for your students, so that each student will have their own card. Each student draws their card, and then you assign them a time limit to gather their thoughts. You can let them write down three to five sentences on a flashcard to remind them of the direction they will take in the course of their talk.

9.3. Show and Tell

Students can be asked to bring to school an object to show and tell about. This is lots of fun because students will often bring in something that is meaningful to them or which gives them pride. That means they will have plenty to talk about. Encourage students to ask questions about each other's objects. Engender a stronger discussion and keep things flowing by asking students open-ended questions.

9.4. Surveys and Interviews

Becoming competent at asking and answering questions is priceless in language learning. In the simplest form of classroom survey practice, the teacher hands out ready-made questions around a topic that is being studied. For example, let us say the topic is food. Each student could be given the same questions, or there could be several different sets of questions such as questions about favorite foods, fast foods, breakfasts, restaurants, ethnic foods, home-style cooking, etc. Then each student partners with several others (however many the teacher requires), one-by-one and asks them the questions on the paper. In each interaction, the student asking the questions will note down the responses from their peers. At the end of the session, students may be asked to stand up and summarize what they found out from their survey.

9.5. Stories, Jokes and Anecdotes

Storytelling activity has been used for a long time and still used now in the classroom, the main goal of this activity is to give the students opportunities to practice their oral skills, jokes, and anecdotes have the same goal as well. Students may take turn and all have equal chances of participation, as they are free to speak.

9.7. Listening activities

Speaking and listening are both critical to the success of learning a language. In order for students to have speaking success, they must first listen to the language being spoken. Therefore, part of being a proficient speaker is listening to oral language and understanding what is said so that the responses will be accurate. The listening practice is crucial because it reinforces previously learned material, builds the student's confidence and improves the skill of natural pronunciation. A great way to incorporate this type of listening activities into class is to pick short clips of movies that fit with the lesson you are teaching during that session.

10. Functions of Speaking

Many attempts have been made to classify the functions of speaking in human interaction. Brown and Yule in 1983, made a useful distinction between: talk as interaction, talk as transaction; however, Richards in 2008 expanded this version into three-part version of Brown and Yule's framework: talk as interaction; talk as transaction; and talk as performance. Each of these speech activities is quite distinct in terms of form and function.

10.1. Talk as interaction

This refers to what is normally meant by "conversation". This interaction serves primarily as social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature (Brown & Yule, 1983).

10.2 Talk as transaction

In this type of talk, the focus is on what is said or done. The message being transmitted is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. It focuses on obtaining goods or services, such as checking into a hotel and so on.

10.3 Talk as performance

Talk as performance refers to public talk that is, talk which transmits information before an audience such as morning talk, public announcements, speeches, and classroom presentations. It can be easily distinguished from the other types of talk. It is delivered in the form of a monologue rather than dialogue and follows a recognizable format (e.g. a speech of welcome). Therefore, it is closer to written language than conversational one. This type of talk can be evaluated to check its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

11. Types of Speaking Performance

Brown, H. D. (2004) stated that, there are five types of classroom speaking performance. They are useful in guiding teacher in planning speaking instructions, these are the following:

11.1 Imitative speaking

It is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Students try to repeat or imitate the native speaker and especially when they are exposed to authentic listening materials. In order to pronounce the words the same way, that they heard them. This gives the students the opportunity to listen and to repeat orally some language forms.

11.2 Intensive speaking

It is considered as a second type of speaking frequently employed in assessment context. The speaker must be aware of semantic properties in order to be able to respond, but interaction with interlocutor or test administrator is minimal at best. The intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited pictures-cued tasks including simple sequences; and translation up to simple sentence level.

11.3 Responsive speaking

Students in a language class are often responsive; they give the teacher short answers when they are asked. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments, and the like.

11.4 Interactive speaking

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and participants. Interaction can take the two forms of **transactional** language, which has the purpose of exchanging information, or **interpersonal** exchanges, which have the purpose of maintaining social relationships.

12. Benefits of Oral Presentations in Classroom

King (2002 as cited in Brooks & Wilson, 2014, p. 513) assumes that oral presentations provide the opportunity to move from language study to the integration of the four language skills and become active learners. Thus, oral presentations are of significant importance for the students of FL. Wilson and Brooks (2014, p. 513) enumerate the following benefits:

- Learners take the control of both the teaching and learning process through choosing a topic of the presentation, selecting the material to support the presentation and make decisions about the way of explaining the topic to the classmates.
- Group oral presentations allow the members of the group to use English while preparing and planning for their presentation through negotiation of meaning and the way of presenting their ideas to the other classmates.
- Oral presentations involve using the four language skills. Hence, the two skills of reading and writing will be used when searching for data and information, whereas the speaking skill will be needed when the students have to give their presentation in the classroom, and finally, listening is needed when the presenters receive questions and comments by their classmates.
- Oral presentations provide to students the opportunity to teach their classmates something of importance and they will be motivated especially if their work was successful, in addition to gaining confidence, self-esteem, and autonomy.

13. Psychological Barriers Affecting the Oral Performance

As it was mentioned before, the affective side is a prerequisite aspect to take into consideration when learning a foreign language, because it may affect positively as well as negatively on this process. However, foreign language learners, despite spending years developing their semantic and syntactic competences, have all probably, at some point, experience the frustrating feeling of not being able to participate effectively in FL oral communication (Jamshidnejad, 2011, p. 4). For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are

inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. Another study by Juhana (2012) revealed that there several psychological factors that hinder students from speaking in English class, such as fear of making mistake, shyness, lack of confidence, lack of motivation, and anxiety. These factors will be explained briefly as follows:

13.1. Inhibition

Tuan and Mai (2015) claimed that when students try to participate during FL classroom speaking tasks they are often inhibited. This means that these students are worried about making mistakes, being criticized or losing face in front of their peers as well as shyness that results from the attention that their speech attracts (Ur, 1996). These emotional factors may inhibit and hamper the students' engagement in the classroom and their will to participate voluntarily in the delivered tasks. Littlewood (1981) asserted that a foreign language classroom could easily create inhibitions and anxiety.

13.2. Nothing to say

This is the second problem that students might face during classroom speaking activities, where they cannot think of anything to say. This is because of their lack of motivation, they may have little knowledge about the topic, or they are not interested in it. Hence, they prefer to be silent. It is difficult for students to respond to the teacher using FL where they probably have problems with vocabulary or grammar or maybe they are just not well prepared for the new topic.

13.3. Low or uneven participation

Another problem that EFL learners may encounter in the classroom is the amount of each student's time to talk. This is due to the large number of students in the classroom, as well as there are some students who dominate the talk and do not give the opportunity to others to speak. Some students show no interest, others prefer to speak only when they ensure that what they will say is correct, and some others prefer to keep silence. Moreover, if teachers do not motivate or push their students to speak, students, even the talkative ones, will not show interest and will not participate.

13.4. Mother-tongue use

Students sharing the same mother tongue tend to use their language outside and even inside the classroom, since it is a natural thing to do, and this will make them feel comfortable and not afraid of being exposed to the FL especially when it comes to the activities in productive skills namely- speaking and writing (Latha & Ramesh, 2012). However, this excessive use of mother tongue will lead to the ineffective and incorrect use of the FL as well as the lack of vocabulary because of the tendency to transfer or borrow words from the native language.

13.5. Fear of making mistakes

It is one of the main factors causing students' reluctance to speak in English in the classroom. Aftat (2008 as cited in Juhana 2012) concluded that this fear is linked to the issue of correction and negative evaluation. In addition, it is influenced by the students' fear of being laughed at by other students or being criticized by the teacher. These feelings may hinder students' will to participate in the speaking tasks. As Cutrone (2009) concluded from his study on the Japanese learners' reluctant reluctance to speak English that some of them have cited that fear of making mistakes is the greatest cause of their anxiety in the language classroom. Therefore, the teacher should convince their students that it is okay to make mistakes and learn from them.

13.6. Shyness

It is another source of problem in students' learning activities in the classroom especially in the speaking classes. When students are required to speak in English class and in front of their classmates and teacher, they probably will suffer from emotional troubles, hesitation, and shyness. They avoid participation and prefer to stay aside and be quiet rather than make themselves laughed at or negatively judged if they make mistakes while performing. Due to the inability to overcome this feeling of shyness and especially if it goes hand-in-hand with the teacher's lack of guidance, most of students will fail to perform the speaking performance at their best.

13.7. Lack of self-confidence

Self-confidence is one of the important personality factors that might affect the learning process positively as well as negatively. Students who draw a positive self-image and believe in their own capacities would certainly succeed, in contrast to those who lack self-confidence they will probably fail in learning a FL; in addition, their attempt to save face in front of their peers hinders them from advancing in their learning. When students with low self-confidence interact or participate in a conversation, their lack of confidence will act as a barrier in front of their success to communicate effectively in FL.

13.8. Lack of motivation

Motivation is yet another affective variable to consider, it is an important factor in second language learning. It is the internal state, which guides the behavior; it is the heart to do something. Motivation is, as Brown, H. D. (2007) stated, the key to learning in general. It has been proven that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

13.9. Anxiety

Since anxiety is our main concern along this study, we tend to demonstrate its vital role in SLA and FL learning. As it is defined before, it is the feeling of apprehension, nervousness, and worry associated with arousal of automatic nervous system (Spielberg, 1972). It is evident that speaking a foreign language in public cause anxiety where we feel tongue-tied frustrated, and even we lose words. This feeling arises because we always feel afraid about the way we will be judged by the others. So many researchers revealed that making mistakes or fear of losing face has been the explanation for their inability to speak English fluently. Horwitz et al (1986) believed that anxiety about speaking a certain language could affect students' performance negatively. In other words, it can influence the quality of oral language production and make individuals appear less fluent than they really are (Juhana, 2012). Young (1991) asserted that students

with high level of language anxiety are led to a poor performance during oral communication.

To sum up, Learner's affective factors are of the main significance in the foreign language learning outcomes. Krashen's affective filter hypothesis is of the main significance in the SLA/EFL, since it provides a clear understanding of how the feelings like anxiety and self-confidence contribute to the failure or success in the foreign language learning. So the ignorance of such elements will influence negatively on the learning as well as on the teaching processes.

Conclusion

To sum up, we have reviewed in this chapter the available literature to give an overview of the speaking skill in EFL classes. Including definitions, elements, its importance and many classroom speaking activities that enhance speaking a FL. We have emphasized the importance of using different activities, language games and group work in the classroom to overcome many difficulties that EFL learners may face during oral performance such as low motivation, anxiety, inhibition, fear of negative evaluation and so on, which can be achieved only if the teacher plays different roles.

Chapter two:

**Fear of Negative Evaluation
as a variety of Anxiety**

Chapter Two: Fear of Negative Evaluation as a Variety of Anxiety

Introduction

Foreign language learners face many difficulties, which imply feelings of tension, apprehension and nervousness in performing the tasks of the classroom such as the production of speech, the comprehension of listening, reading texts, writing composition and so on. There can be a variety of reasons behind learners' difficulties in learning a foreign language similarly, the learner's expectations, aims and purposes can be very different. Nevertheless, practically all students of foreign languages, regardless of their age, social and cultural background, share the same desire: to be able to speak the language. One can hardly prove the students' mastery of the language when they have considerably lower speaking performance.

Language learning is a process that involves both objective and affective factors. Affective factors in language learning are like a filter, which filtrates the amount of input that learners receive (Araghi & Amineh, 2014); hence, these factors are among the most widespread problems for foreign language learners; Wang (2005) suggests two types of affective factors. On the one hand, individual factors including anxiety, inhibition, extroversion-introversion, self-esteem and motivation, etc.; on the other hand, rational factors comprising empathy, classroom transaction, cross-cultural processes, and so on.

Our study will shed light on one of the most important affective factors, which is anxiety, and one of its major components is fear of negative evaluation. This chapter is divided into two sections; in section one we will introduce a theoretical background on the concept of Anxiety as far as defining it and examining the role it performs in learning a foreign language, including its types, sources, effects, and its major components.

Section two; we will go deeper in investigating one of the causes of foreign language anxiety (FLA) which is fear of negative evaluation (FNE).

The major goal behind this study is to demonstrate how the affective side including anxiety and fear of negative evaluation may embed the foreign language learning in general and the oral performance in particular.

Section One: An Overview of Foreign Language Anxiety

1. Foreign Language Anxiety

Among several psychological factors, which influence foreign language learning in general and speaking in specific, anxiety appears to be one of these factors that correlate negatively with students' oral production in the foreign language, Arnold, J (1999) confirmed that "anxiety is quite possibly the affective factor that most pervasively obstruct the learning process."(p. 8)

Broadly speaking, Mayer (2008, p. 24) defined anxiety as a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger; however, she considered it also as a driving force that can help to go after dreams, to be mentally alert, and to achieve goals. In the same sense, Oda (2011) asserted that anxiety is a phenomenon that can affect either negatively or positively the individual's personality, it can motivate and facilitate as well as it can debilitate and inhibit cognitive processes such as learning.

Oxford Advanced Learner's Dictionary (2006, p. 55) also exhibited two contradicting definitions of the term anxiety, one negative as "the state of feeling nervous or worried that something bad is going to happen", while the other is positive as "a strong feeling of wanting to do something or of wanting something to happen."

However, in the present research, we are more concerned with language anxiety which is generally associated with foreign/second language learning (Horwitz, Horwitz, & Cope, 1986; Spielberger (1972); Horwitz, 2001; Sparks & Ganschow, 1999; Young, 1991; Ellis, 2008; Oxford, 1999). For many researchers, language anxiety can have a negative effect and serve as an obstacle to language learning.

In the two last decades, a great deal of research has been made to identify the influence of these affective factors on foreign language learning. Since,

learning a foreign language requires a mastery of four skills notably, reading, writing, listening, and speaking. Many studies considered speaking tasks as an anxiety-provoking aspect of foreign language learning (Spielberger, 1972; Woodrow, 2008; Horwitz, Horwitz & Cope 1986; MacIntyre & Gardner, 1991; Akbar, Ebrahim, & Gowhary, 2014; Idri, 2014. Chen, 2015)

Spielberger (1972) stated that anxiety refers to a complex, emotional reaction that is evoked in an individual who interprets a specific situation as dangerous or threatening. These specific situations could be in public, business meetings, social gathering, or even in language learning classrooms.

Horwitz, et al (1986) were the first to consider language anxiety as a separate psychological construct particular to language learning, their article entitled “Foreign Language Anxiety” was influential where they clearly articulated the concept of foreign language anxiety. Placing it in the framework of related concepts of anxiety, they defined language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Learners may entail a number of difficulties in learning a foreign language, grammar, vocabulary, pronunciation...etc. However, based on consistent results; Elaine, M Philips in 1999, showed that the speaking skill is the most frequently cited source of anxiety among students. According to Spielberger (1972, p. 6), “the feelings of tension, apprehension, and worry that are experienced by an individual at a particular moment in time, and by heightened activity of the autonomic nervous system that accompanies these feelings.” From this perspective, MacIntyre (1999, p. 27) defined language anxiety as the worry and negative emotional reaction aroused when learning or using a second language. In addition, Horwitz et al. (1986) claimed that students suffering from foreign language speaking anxiety report feelings of apprehension and worry, and feel uncomfortable about speaking in class. Moreover, He (2018) conceptualized Foreign Language Speaking Anxiety as “an individual’s fear or nervousness associated with either real or anticipated oral communication in foreign language with another person or persons” (p. 4).

Students' unwillingness to participate in the classroom speaking activities can be explained by their perceptions toward their peers' judgments, teacher's harsh corrections, stage fright, low performance, nothing to say...etc. These factors can trigger the state of anxiety. As Matsuda and Gobel (2001) confirmed that students' oral production generates a significant level of anxiety then when doing other learning tasks. In other words, language anxiety refers to "apprehension experienced by the individual in the language class or any situation in which the language is used" (MacIntyre & Gardner, 1993, p. 159). Therefore, anxious students may engage in classroom activities in persistent and recurrent worrying over poor performance that limits their abilities to process information in foreign language situations (MaIntyre & Gardner, 1991b, p. 297).

According to Oxford (1999), foreign or second language anxiety is related to performing in the target language and is not just a general performance anxiety. Regarding this issue, research showed that students experienced more anxiety in foreign language classes than other classes (Horwitz et al., 1986). Moreover, MacIntyre (1999) defined anxiety in relation to EFL context as which he termed it "language anxiety" as the worry and negative emotional reaction aroused when learning or using a second language. Thus, according to these scholars, language anxiety is a distinct from general types of anxiety.

2. Sources of Foreign Language Anxiety

Price (1991, as cited in Zheng, 2008, p. 4) concluded from her case studies that the possible sources of anxiety can arise from the difficulty level of foreign language classes, personal perception of language aptitude, certain personality variables (e.g., perfectionism and fear of public speaking), and stressful classroom experiences. Melouah (2013) investigated the sources of oral performance anxiety of 54 Algerian EFL university students, and the study concluded that among such sources was low language proficiency. Aydin (2008) recognized that negative judgments by others, leaving unfavourable impressions on others, making verbal mistakes, and disapproval by others are amongst the sources of FLA in language classes. Likewise, Oxford (1999) and Young (1999) assert that oral activities, students inability to comprehend the teacher's activity

instruction and their beliefs towards being speaker of a FL, a mismatch between teachers' styles and strategies with the learners' ones. In Oxford's (1999, p. 218) words, "conflicts between the styles of a given learner and a particular teacher can generate or exacerbate anxiety in the language classroom". Considerably, language anxiety may also stem from the students' negative attitude towards English, a fear of losing their ego and identity in the target culture or the so-called 'culture shock /inhibition'. Moreover, perfectionism and competitiveness may lead to a sort of apprehension (Ellis, 2008; Cutrone, 2009; Alrabai, 2014). Additionally, Young (1991) in her study on the sources of foreign language learners' anxiety was able to identify at least six potential sources of FLA. Some are associated with the learner, some with the teacher, and some with the instructional practice. According to the results of her research, language anxiety arises from the following sources:

2.1. Personal and interpersonal issues

Personal and interpersonal issues are probably the most studied sources of FLA. These psychological issues can be related to competitiveness and self-esteem as Ohata in 2005, stated that "low self-esteem and competitiveness, can become the seeds for student language anxiety." (p. 6). As Bailey linked competitiveness to FLA is when students compare themselves to other students and try to be better than them or to compare with an idealized self-image (as cited in Young, 1991, p. 427). Moreover, Oxford (1999) claimed that anxious students who have high level of self-esteem can handle their FLA better than those with low level of self-esteem do.

2.2. Learner's beliefs about language learning

This is the second source of FLA. Researchers such as Gynan (1989, as cited in Young, 1991) and Horwitz (1988 as cited in Oxford, R, 1999) reported number of learners' beliefs about FL learning. The first, claimed that for a successful language learning, students believe that a variety of practices are important to achieve their goals; such as, emphasizing on pronunciation, vocabulary, classroom conjugation, communication, memorization of grammar, translation, and making friends from native origins. On the other hand, Horwitz et

al. (1986) suggested that FL students believed that studying for a period of two years is enough for them to be fluent, they gave importance to accurate utterances, excellent accent, and some people have the ability to learn a FL more than others do. Therefore, Young (1991) stated that these beliefs are unrealistic and when they don't match with the reality, they result in provoking anxiety.

2.3. Instructor's beliefs about language teaching

Young summarized, in her research, a number of teacher's beliefs about language teaching process. They are, as she believed, among the factors contributing to learner language anxiety.

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

2.4. Instructor-learner interaction

Ohata (2005) cited in his research that the manner instructors' error correction is often considered as anxiety provoking. According to Oxford (1999, p. 66), "the most important instructor-learner interaction issues related to language anxiety are harsh error correction and the wrong way instructors handle their students' mistakes in front of their peers." Young (1991) assumed that it is not error correction that makes the students feel anxious, but the way of correction provided by the teacher. Similarly, Ohata (2005, p. 7) reported that "students are more concerned about how (i.e., when, what, where, or how often, etc.) their mistakes are corrected rather than whether error correction should be administered in class".

2.5. Classroom procedures

According to Young (1991) and Oxford (1999), most of the classroom tasks and procedures that provoke anxiety are oral skits and oral presentations in front of the class. It is most of the time related to the nature of the task, the target

language as well as the classroom environment. Therefore, speaking the target language in classroom in front of a group, giving oral quizzes, and being called on in class to answer to a question are among the sources of anxiety (Young, 1991).

2.6. Language testing

Young (1991) stated language testing creates anxiety among students and plays the role as a barrier to their success especially when the tested content is new for them. Moreover, speaking and oral presentations in class are another way to test language, which is not preferred by the students. “Students also experience anxiety when they spend hours studying the material emphasized in class only to find that their tests assess different material or utilize question-types with which they have no experience” (p. 429)

3. Types of Anxiety

According to many scholars such as Horwitz et al (1986); Oxford, (1999); Spielberger, (1972); Aydin, (2008); MacIntyre and Gardner, (1991a), anxiety can be classified into three types: trait anxiety, state anxiety and situation-specific anxiety.

2.1. Trait anxiety

Trait Anxiety is described as a permanent, relatively stable, personality characteristic that is not related to a specific situation or certain time duration. Scovel (1978 cited in Ellis, 1999) defined this type of anxiety as "a more permanent predisposition to be anxious" (p. 479). This means that the “individual’s likelihood of becoming anxious in any situation” (Spielberger, 1983, as cited in MacIntyre & Gardner, 1991a, p.87). Trait anxiety has pervasive effects on language learning and often deters students’ performance and achievement (Melouah, 2013) because a high trait anxious learner is likely to be apprehensive in various learning situations (MacIntyre & Gardner, 1991a). In other words, it is an inborn personality feature of an individual, which is stable over time and present in any situation.

2.2. State anxiety

This kind of anxiety is experienced when a person is apprehensive in a particular period and in a specific situation (Spielberger, 1983, as cited in MacIntyre & Gardner, 1991a, p. 90), e.g. tasks, evaluation, a performance or an examination. State anxiety refers to an unpleasant emotional condition or temporary state, while trait anxiety refers to a permanent personality trait. MacIntyre (1999), defined state anxiety as “a moment-to-moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (p. 28).

2.3. Situation-specific anxiety

Ellis (1999) considered any apprehension aroused by a specific type of situation or event such as public speaking, examinations, or class participation as another type of anxiety, which is “Situation-Specific Anxiety”. This type can be considered as a trait anxiety measure but limited to a given context or situation (MacIntyre & Gardner, 1991a). This perspective focuses on person’s reactions in specific, well-defined situations such as foreign language classrooms, stage fright, oral presentations...etc. Horwitz et al (1986) assumed that language anxiety is a situation-specific anxiety construct, largely independent from the other types of anxiety. In addition, language anxiety has been mostly associated with spoken language competency (Zheng, 2008).

4. Components of Foreign Language Anxiety

Horwitz, Horwitz and Cope (1986) introduced three main factors related with language anxiety. The authors addressed these factors as “performance anxieties” (p. 127). These factors are as follows:

4.1. Communication Apprehension

Communication is considered as an important aspect in language learning. However, students learning a foreign language may perform or demonstrate a kind of communication apprehension whenever asked to perform in front of their classmates or their teacher.

Horwitz et al (1986) believed that “the special communication apprehension is derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood” (p. 127).

Generally, many students of English as a Foreign Language (EFL) suffer from difficulties in speaking, understanding or even communicating with each other using the FL or due to the emphasis on interpersonal interaction. Thus, according to McCroskey (1977a, 1978 as cited in McCroskey, 1982) an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or person” will arise. Additionally, Horwitz et al. (1986) and Horwitz, B (2002), viewed CA as the unwillingness to speak with others or in a group of people and it is related to, shyness, fear, oral communication anxiety, stage fright, and performance anxiety. Thus, apprehensive speaking students, who are supposed to speak in a foreign language class and their performances are observed by the teacher and their peers, are likely to be more anxious and they will be less fortunate to learn the FL or even to speak it since anxiety acts like a barrier in the way of developing their skills.

4.2. Test Anxiety

Test anxiety is the second component of FLCA is defined as a type of performance anxiety results from fear of failure felt in academic evaluation environments. Likewise, Horwitz et al., (1986) highlighted that foreign languages require continual evaluation by the only fluent speaker in the class, the teacher. This is why tests and quizzes are frequent during language classes. Young (1991) pointed at the negative impact of test anxiety in students’ learning foreign language especially students with low levels of oral ability more than those with high levels of expertise. Therefore, Horwitz et al (1986) claimed that oral tests are, probably, the starting point of test and oral communication anxiety.

In 2011, Oda, focused on the social and physical symptoms of this component of FLCA. Social symptoms are represented by forgetfulness, avoidance of speaking the foreign language, less attention with people, negative self- image, lack of confidence, and feeling unsure of one's ability. Possible

physical symptoms, on the other hand, are sweaty palms, nervous stomach, increased heartbeat and pulse rates, distortion of sounds, inability to reproduce the intonation and rhythm of the language, and avoiding eye contact. Test-anxious students as well as the good ones are struggling to overcome the difficulty of language class tests and quizzes. Unfortunately, those students who experience test anxiety consider the foreign language process, and especially oral production, as “a test situation, rather than an opportunity for communication and skills improvement” (Iakovos 2009, p. 39).

4.3. Fear of Negative Evaluation FNE

FNE is the third component, which seems to be one of the strong sources crediting to anxiety in FL classrooms. Kitano (2001) conducted a study on 212 students in Japanese courses at two major universities to investigate two potential sources of anxiety in oral performance, the results were, the first source was a student’s fear of negative evaluation, and the second was his or her self-perceived speaking ability. In other words, negative evaluations and speaking tasks may contribute to develop students’ anxiety during language classes.

Oda (2011) believed that the feelings of fear experienced during evaluative situations in foreign language classes are due to the students’ believes about abilities, they are usually unsure of themselves, what they are saying and whether they are able to make the proper social impression. In addition, students who experience fear of negative evaluation do not consider language errors as a natural part of the learning process, but as a threat to their image, and a source for negative evaluations either from the teacher or their peers (Iakovos, 2009). In general, fear of negative evaluation refers to the learner’s estimation of how they will be negatively evaluated by their classmates, as well as by his teacher.

In the next section, we will deal with fear of negative evaluation in a detailed description.

Section Two: Fear of Negative Evaluation

1. Evaluation in Foreign Language Learning

Increasingly, language teachers are faced with the task of making evaluation, both positive and negative; happen in their language classrooms and programs. It is critical that teachers should understand their responsibilities in the evaluation process. Thus, evaluation is a crucial step in FL teaching and learning. However, it seems difficult to give a precise definition to such an empirical construct. This is due to its wide range use in different fields and disciplines such as politics, science, etc. (Idri, 2012).

Patton (1997) considered evaluation as “the systematic collection of information about the activities, characteristics, and outcomes of programs, to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming” (p. 23). It is a process leads to judgments and decisions about programs or policies (Schalock, 2002). By systematic we mean that evaluation happens in an organized way following logical, systematic steps, and this is more likely to lead to an efficient evaluation. In addition, by a process, we mean a set of operations, actions, or activities designed to produce certain desired outcomes. Gronlund in 1981, defined evaluation as a “systemic process of determining the extent to which instructional objectives are achieved by pupils.” (As cited in Dash, 2000, p. 176)

We come to the conclusion that evaluation is implemented to check the effectiveness of a particular instructional activity, learners understanding and their level of achievement.

1.1. Evaluation Standards

According to Norris and Watanabe (2007) there are four standards four evaluation that teachers should take into consideration while evaluating their students.

Utility: Is evaluation useful to the intended users?

Feasibility: Is the evaluation plan realistic and practical?

Propriety: Is evaluation conducted ethically?

Accuracy: Is evaluation conducted appropriately & systematically, and can it be justified?

1.2. Reasons behind Evaluation

Conner in 1996, named six reasons behind teacher's evaluation, they include:

1. Improving the instruction (formative evaluation).
2. Promoting individual growth and self-evaluation (evaluation by both facilitator and learner).
3. Assessing the degree of demonstrable achievement (summative evaluation attained by the teacher).
4. Diagnosing future learning needs (both facilitator and learner).
5. Enhancing sense of merit or worth (learner).
6. Identifying or clarifying desired behaviors (teacher).

1.3. Types of Evaluation

We can distinguish three types of evaluation: teacher's evaluation, peers' evaluation, and student's self-evaluation

1.3.1. Teachers' evaluation

In the classroom, teachers' are actively and continuously involved in the process of evaluation (Genesee & Upshur, 1996). That is to say, teachers should stay in contact with other educators and even students' parents to be updated about students' needs, background knowledge, personalities, and more important, their learning styles and strategies. This will help the teacher to make the right decision about whether more or different kinds of homework are called for to evaluate a student who is doing poorly (Genesee & Upshur, 1996). Teachers should realize that language learning, particularly oral production, is a potentially stressful situation for some students, and that the tension and discomfort may generate oral mistakes; hence, teacher's harsh error correction will affect negatively on students' will to participate. Idri (2012) stated that providing discouraging feedback is a source for creating negative attitude about error

treatment, lowering his learners' motivation and increasing the feeling of fear from this negative feedback. Therefore, teachers' should encourage students by approving them for work that is well done to direct and help them to be in the right path (Harmer, 2001).

1.3.2. Peers' evaluation

Wen and Tsai (2006) reported that peer assessment (PA) is an alternative form of evaluation method, which considered being helpful in learning and is increasingly being adopted in higher education settings. In simple terms, PA refers to students assessing their peers' work and providing grades and/or feedback (Mooney, Bracken, & Dignam, 2016).

Topping (2010, p. 62) defines peer-assessment as "an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners". Hence, it is a tool used by instructors to obtain a clearer and obvious picture of learner's performance, where students make decisions about each other's work and decide what constitutes 'good work' (Wride, 2017) . Although the above studies emphasized the use of PA, its importance in the learners' evaluating process, and its positive influence on group work, social skills and motivation. PA may act also as an anxiety-provoker task, this happens when peers correct them inappropriately, laugh at them or interrupt while providing answers. Hence, they feel inferior as well as ignore to take risks once more in the classroom.

1.3.3. Self-evaluation

Student's self-evaluation describes the process in which each student evaluates his or her own progress or performance. Lui and Carless (2006) argued that the link between peer assessment and self-assessment is salient. Student self-evaluation is a form of classroom evaluation that may enhance student learning. Hence, self-evaluation is a crucial process of judging one's own learning and achievement (Olina & Sullivan, 2002). However, self-evaluation means more than students assessing their own work; it means involving them in the process of determining what is good work in any given situation (Boud, 1995, p. 12). In

other words, when students are involved in reflecting on their own learning, they are improving themselves as effective learners and gain increasing control over their own language learning process. Moreover, Genesee & Upshur (1996) asserts that students can be participants in assessing their own achievement and planning how they will study and learn the language.

2. Negative Evaluation

Harmer (2001) asserted that during FL classes students are likely to receive evaluation in terms of praise or criticism. This means that, evaluation can be either positive or negative. Thus, students may perceive negative evaluation, both by their teacher and by peers, as criticism. However, it is inevitable to commit mistakes when performing a FL task; as illustrated by Idri (2016), most of the committed mistakes are oral. In fact, during evaluation the focus of the teacher is more on merits and weaknesses of the student's performance. Consequently, the evaluation is more likely to be negative. It is believed that classroom evaluation has a significant effect on students' performance (Crooks, 1988). This is due to the pointing out to students' errors either by their teacher's harsh error correction, humiliation or their peers' laughs or comments (Idri, 2016). Eventually, these reactions generate feelings of apprehensiveness, anxiety, nervousness, embarrassment and fear of making mistakes when speaking English hence they will be negatively evaluated. Potentially will lead to Fear of Negative evaluation.

3. Fear of Negative Evaluation in the EFL Context

Fear of negative evaluation as part of foreign language anxiety has been a worthy subject of study among many other affective factors in second language learning in the last three decades. Watson and Friend (1969) were the first who defined FNE as an "apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively." (As cited in Dickstein, Montoya & Neitlich, 1977, p. 319).

FNE is a psychological state that appears in interpersonal relationships or situations where one should show a performance, while others will evaluate them

in a pejorative, humiliating, derogative and insulting manner (Yokus, 2013). However, this does not necessarily mean that they are performing badly, just that they are afraid of having performance evaluated negatively by others (Crawford, Leuzinger, Brannon & Hamner, 2015). FNE does not encompass only test taking situations or classroom evaluations, but any social, evaluative situation such as giving a speech in public, interviews for a job or speaking in second/ foreign language class (Horwitz et al., 1986).

Horwitz et al., (1986) claimed that foreign language classrooms requires a continual evaluation more than the other academic subject matters; moreover, they emphasized that this evaluation should be provided by the only fluent speaker in the class, the teacher. Consequently, the feeling of FNE is common in FLC due to the instructors' and peers' evaluations and judgements (Idri, 2016).

Worde (2003) in her research found that the students were very sensitive toward teacher's evaluations especially regarding their speaking skill. Teachers in language classes sometimes ignore the fact that the students will probably feel uncomfortable in class due to the techniques of teaching. Worde claimed that most of the students in language classes feel humiliated if they were being called in the class. According to many students, the most disturbing aspect in the foreign language class was directly related to the idea that; 'the teacher was trying to make you feel stupid'. A few of them even seemed to project negative thoughts toward their teacher; therefore, the role of language instructors is very significant in class. However, MacIntyre & Gardner (1991b) focused more on the students' perceptions towards their teacher's corrections saying, "If anxious students could focus on the positive side of teachers' corrections and evaluations in foreign language, rather than on negative side, the debilitating effects of language anxiety could be reduced." (p. 297)

Likewise, studies conducted by Worde (2003), and Ohata (2005), claimed that some students become more frustrated when the teacher corrects their errors in a negative way before having the opportunity to finish their answer. They tend to feel constantly being tested by teacher as well as perceive every correction as a sign of failure. This interruption would lead students to lose focus while performing and become very sensitive to error correction especially in front of

their friends (McIntyre & Gardner, 1991a). Besides, students are also concerned about making errors especially in pronunciation. This is because they were afraid to be laughed at whenever they mispronounced some words.

According to Zheng, Y. (2008) speaking activity is very important to ensure that the students really learn the language during second/foreign language classes. Additionally, Horwitz, et al. (1986) reported that students are very self-conscious when they are required to engage in classroom activities especially speaking activities. These kinds of activities expose their inadequacies and this feeling often leads to fear and anxiety. Moreover, Na (2007) claimed that most of the speaking activities in EFL classroom unconsciously promote the environment of evaluating each other's' proficiencies that soon leads to the feeling of anxiety.

Students also feel intimidated when others speak better than they do. This is related to the role of speaker's beliefs. Price's study (as cited in Aydin, 2008) suggested that these beliefs actually became the potential sources of anxiety when some students believe that their language skills are weaker than the others' are. As a matter of fact, a very recent study conducted by Dogan in 2018, showed that anxiety and negative evaluation increase in situations where individuals are supposed to show a performance. As highlighted by Matsuda & Gobel (2001), students experience higher levels of anxiety and FNE especially when responding orally more than responding to other language tasks, consequently, anxiety and FNE are observable in oral production. As they pointed out that "oral classroom activities.... [are]...some of the most problematic and anxiety-provoking activities for foreign language students" (p. 230). Therefore, students who fear and anticipate negative evaluation tend to avoid doing things that will cause them to be negatively evaluated even though these activities may be the very things that they need to do to learn English (Brown, R., 2004a).

Brown, R. (2004b) argued that students are not concerned about the real or imaged ridicule and negative evaluation of their peers for other types of classroom performance, for example, poor attendance. In fact, some students will gladly accept the certainty of negative evaluation in the form of low grades for poor attendance, or class participation, rather than risk the possibility of being negatively evaluated by their peers for making a public mistake and standing out

and appearing to show off their abilities. Thus, it appears that whatever the classroom environment that is provided by the teacher, students still experience some inherent levels of anxiety when participating in oral activities (Horwitz, 2001).

To sum up, Aida (1994) believed that students experiencing feelings such as anxiety and fear of negative evaluation tend to sit passively during FL classes, hesitation to participate in classroom activities, especially the oral ones that could show their reluctance and improvement of the language skill. Thus, students whose personalities tend to fear negative evaluation are the most likely to experience FL anxiety (Kitano, 2001).

4. Sources of Fear of Negative Evaluation

Many studies have been conducted to investigate the sources of anxiety in a language learning classroom. The results showed, according to Young (1991), that learners' beliefs about learning a foreign language, teachers' beliefs about teaching a foreign language, and classroom procedures and testing are among the main sources of anxiety. Moreover, Horwitz et al. (1986), stated that fear of negative evaluation is triggered by the teacher as a fluent speaker and the classmates' comments. In this regard, Young (1991) argued that the reason why learners do not participate in the classroom activities is the fear of making verbal error. Moreover, Aydin (2008) recognized that negative judgments by others, leaving unfavourable impressions on others, making verbal mistakes, and disapproval by others are amongst the sources of FLA and FNE in language classes. Additionally, Kitano (2001) argued that there are other factors that may cause fear and anxiety such as demands and difficulty of the language course, class size and so on. Another study conducted by Shabani in 2012, to investigate the levels and sources of FNE among Iranian EFL students revealed that learners suffered from fear of negative evaluation because of many causes. The first source of FNE is suggested as fear of leaving unfavourable impression on others. Besides, negative judgment by others, fear of saying or doing wrong thing, fear of negative thoughts of and being noted the shortcoming by others, and fear of being found fault by and disapproval by others are other sources causing fear of negative

evaluation. In general, the values demonstrate that learners both suffer from language anxiety in class and fear of negative evaluation.

Idri in 2011, in her research to investigate possible sources of FNE among first year LMD students of Abderrahmane Mira University in Algeria, results revealed after interviewing eight students that language proficiency, error correction, interaction, and evaluation are the most frequent sources of FNE during FLL.

4.1. Language proficiency

Considerable difficulties are met while learning a new language. However, being proficient in the FL is the ultimate objective of any language learner. FL students, due to the difficult nature of the FL courses, may not reach the wanted level of language mastery; thus, they are more likely to be apprehensive since language is perceived as a source of anxiety. In addition, the inability of understanding, mastering, and speaking the language is more likely to be due to lack of proficiency in the taught language. This lack of proficiency may eventually lead to misunderstanding or non-understanding, and hence to negative evaluation.

4.2. Error correction

Idri (2011) believed that low language proficiency correlates with low performance. These flaws have lead students undoubtedly to low performance, a high occurrence of errors and, hence, to error correction. As pointed out by Oxford (1999), “Harsh error correction, ridicule and uncomfortable handling of mistakes in front of class are among the most important instructor-learner interaction issues related to language anxiety.” (p. 65-66). Because of that, students fear speaking or performing in the classroom for fear of being laughed at or judged negatively by both their teacher and peers. Students may feel embarrassed and stupid when their errors are corrected before they have completely finish performing. Moreover, their peers’ reactions, laughter, negative comments, and whispering to each other when making mistakes and criticise each other in classroom, because their mistakes are most obvious, are often anxiety-inducing comments. This makes their peers reluctant to perform in front of them

because this same learner will fear their way of perceiving his trials in using the FL (Idri, 2011).

4.3. Interaction

The social context of the classroom is made up of the teacher and the learners, group interaction constantly plays a focal role in the process of evaluation with all its forms (self-evaluation, peer evaluation and teacher evaluation) (Idri, 2011). Gillies, Ashman & Terwel, (2008) believed that Social interaction in general is an effective method and a highly evaluated goal in classroom settings to achieve both performance and social skills, yet a student who experiences FNE tends not to engage in classroom interaction (Idri, 2016). Vasey and Dadds (2001) claimed that social avoidance and students' unwillingness to interact and participate in classroom activities is due to FNE, which they considered it as 'the contributor to behaviour inhibition'. According to Nascente (2001), FNE is an interactive construct that might appear in FL classrooms if the group interaction, either peer-interaction or learner-instructor interaction, is not positive this will eventually lead to fear to be negatively evaluated (as cited in Idri, 2011).

4.4. Evaluation

Another source of FNE is learners' concern about the evaluation by others. It is the most anxiety-provoking situation that occurs in FL classrooms. According to Phillips (1999), numerous types of anxiety appear during the oral testing, it can be identified as language anxiety, test anxiety, communication anxiety, and fear of negative evaluation. However, results revealed that students perceived evaluation as positive if not accompanied with ridicule and/or humiliation; hence, the way they have been evaluated makes the difference (Idri, 2011). It is known that aspects of evaluation are among the main factors that engender fear. Aspects such as harsh corrections, teacher's and/or peers' negative comments, severe assessment, the instructor's focus on merits of the performed task; these may generate FNE.

5. Symptoms of Fear of Negative Evaluation

Horwitz, Horwitz and Cope (1986) believed that language anxiety is noted for its psycho-physiological symptoms, which accompany the anxious students.

5.1. Physical symptoms

MacIntyre (1999, p. 29) claimed, “The behavioural effects include physical manifestations of anxiety (wringing hands, sweaty palms, faster heart beat) and attempts to physically withdraw from the situation”. In addition to the physical clues of anxious students, “clammy hands, cold fingers; shaking, sweating; pounding heart; tears; foot tapping, desk drumming; I clamp up, I get very tense and I start balling my fists; my stomach gets in knots; I get all red; and I get really tired” (Worde, 2003). Moreover, Khetam (2013) reported that having muscle tightness or body aches, Having trouble falling asleep or staying asleep because your mind won't quit, feeling edgy, restless, or jumpy, Stomach problems, nausea, or diarrhoea. These are other signs of being anxious and afraid.

5.2. Behavioural symptoms

The behavioural changes are also of great concern. To exemplify, stuttering /stammering sort of students, worrying about the future, avoiding speech, keeping silent, missing class, yellowed face, dried mouth with a pretending illnesses such as headache, irritability. Additionally, Inability to relax, enjoy quiet time, or be by yourself, difficulty in concentrating or focusing on things, putting things off because you feel overwhelmed, and avoiding situations that make you anxious (Khetam, 2013).

5.3. Mental/ cognitive symptoms

These symptoms of anxiety are marked at the level of the mind, which include the decisions individuals make whenever exposed to an anxious act to whether positively or negatively handle it (Ellis, 2008) also being thoughtful and careful of how other persons will perceive your feelings of worry (MacIntyre, 1999). In addition, these cognitive symptoms lead learners towards irrelevant

thinking, lack of concentration, inattention, distraction and forgetting things with an effortful remembrance (Horwitz, Horwitz & Cope, 1986).

5.4. Emotional symptoms

According to Khetam (2013), emotional signs of anxiety and fear may include constant worries running through your head; feeling like your anxiety is uncontrollable. In addition, intrusive thoughts about things that make you anxious; you try to avoid thinking about them, but you cannot, an inability to tolerate uncertainty; you need to know what’s going to happen in the future, and pervasive feeling of apprehension or dread.

The following table shows examples of FLA and FNE symptoms presented by Huberty (2004).

Cognitive	Behavioural	Physical
<ul style="list-style-type: none"> • Concentration difficulties • Memory problems • Worry • Irritability • perfectionism • Thinking rigidity • fear of losing control • fear of failure • Difficulties with problem solving and academic performance 	<ul style="list-style-type: none"> • Shyness • Withdrawal • Frequently asking questions • Frequent need for reassurance • Rapid speech • Excessive talking • Restlessness, fidgety • Habit behaviours such as hair pulling or twirling • Impulsiveness 	<ul style="list-style-type: none"> • Trembling or shaking • Increased heart rate • Increased perspiration • Shortness of breath • Dizziness • Chest pain or discomfort • Flushing of the skin • Nausea, vomiting, diarrhoea • Muscle tension • Sleep problem

Table 1: The Summary of Some Cognitive, Behavioral and Physical Symptoms

Adapted From Huberty (2004)

6. Effects of FL Anxiety and FNE

Any affective variable can affect the language learning process either positively or negatively. However, many researchers focused their efforts on the harmful effect of language anxiety (MacIntyre & Gardner, 1991b; and Young, 1999). These researchers concluded that language anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language.

According to MacIntyre (1999), the interest in language anxiety may be most strongly related to its effects (p. 33). In his study, he examined the effects of language anxiety that might negatively influence FL learning and learners' performance, as it can interfere with their academic, cognitive, social and personal development, these will be explained below:

6.1 Academic effects

Empirical studies have found that FLA has potential negative effects on the learners' academic achievement, Horwitz et al (1986) in their investigation about the relation between FLA and language course grades found that the students' grades that were expected in their first class and that they received in their final exams negatively correlated with FL anxiety.

In sum, "high levels of language anxiety are associated with low levels of academic achievement in second or foreign language courses" (MacIntyre, 1999, p. 34).

6.2 Cognitive effects

In a series of experiments, MacIntyre & Gardner (1991b) have shown that language anxiety might have pervasive effects on cognitive processing. The results of these experiments revealed that FLA could interfere with the three stages of Foreign Language learning: input, processing, and output. Furthermore, MacIntyre (1999) claimed, "if anxiety disrupts the cognitive work at one stage, then information is not passed along to the next stage" (p. 35).

6.2.1 Input

It is the first stage of learning, receiving information will activate the student's Language Acquisition Device (LAD); this device is responsible for storing and processing this new information. Naturally, when learning a foreign language, students will encounter some words or phrases that are difficult to apprehend, such situations will trigger feelings of anxiety; as a result, Anxiety will act as a filter preventing some information from getting into the cognitive processing system (MacIntyre, 1999, p. 35). To explain this idea, MacIntyre used an example where he explained the difference between anxious and relaxed students when dealing with learning a spoken dialogue task; anxious students will not take in the dialogue as fast as the relaxed ones, this is due to the anxiety interference with the anxious students' ability to process information. Krashen (1982) confirmed, through his "comprehensible input hypothesis" the importance of input as a cognitive process in learning a foreign language. He insisted on the main function of the second language teacher, which is to help make input comprehensible for students. This input should be transferred properly to avoid mental blocks that may hinder or reduce the students' capacity to understand the elements of that input. In other words, input anxiety causes feelings of tension and misunderstanding for the presented input. Consequently, the failure of the interaction and communication. With promoted levels of foreign language classroom anxiety as Horwitz et al (1986) concluded, from their experiment at the University of Texas to test the validity of FLCA, that anxious students were not able to understand all the language input the teacher provided during FL classroom.

6.2.2 Processing

Processing is the second cognitive type of language learning. This stage is crucial in organizing and analyzing the data of the obtained input in order to be understood. VanPatten in 2012 defined processing as the link or connection students make between form and meaning or function. According to Lee (1999), language anxiety may promote or otherwise hinder the processing capacity of the students. In addition, The most demanding language skill is the speaking one,

particularly in the foreign language because it requires a number of mental activities at one time like choosing word , pronouncing them, and stringing them together with the appropriate grammatical markers and so on (Lightbown & Spada, 2006). In terms of input processing, VanPatten & Glass (1999) as well as Lightbown & Spada, (2006) believed that learners tend to focus their attention on processing the meaning of individual words before their form. Moreover, if anxiety is aroused at this stage both second language comprehension and learning may suffer if the meaning of novel items is not recognized (MacIntyre & Gardner, 1994, p. 3), hence, processing anxiety “can influence both the speed and accuracy of learning” (MacIntyre 1999, p. 35).

6.2.3 Output

Since Output is the last stage of the cognitive processing, students are expected to reproduce the processed input of language either in the written or in the spoken form. Many scholars (Horwitz, Horwitz and Cope 1986; Elaine M, Philips 1999; Oxford 1999) considered speaking as the most anxiety-provoking skill. Students may experience situations of embarrassments and feelings of tension if they produce incorrect utterances or experience situations where they ‘freeze-up’ in an important test even if they have the correct answers in their mind (MacIntyre, 1999), or as illustrated by Horwitz et al (1986:125), "When I'm in my Spanish class I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank". Therefore, anxiety arousal at this stage may negatively influence the production of the foreign language and it may build a strong obstacle in the way of completing the task or the communicative situation.

A variation on the Tobias model, 1979 (as cited in MacIntyre, 1999, p. 35), is shown in figure 1.1 which is a summary of the effects of FLCA on the cognitive processes of language learning. The model shows, as discussed above, three stages: Input, Processing, and Output.

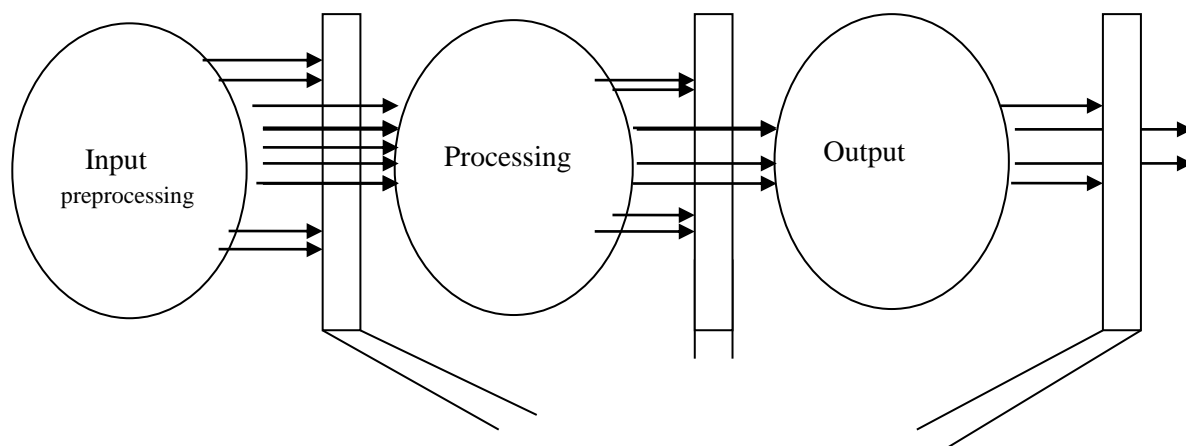


Figure 1: Model of the Effects of Anxiety on Learning from Instruction (Tobias, 1986 as cited in Young, 1999)

6.3. Social effects

MacIntyre (1999) believed that “social context can influence language anxiety.” A competitive classroom atmosphere, difficult interactions with teachers, risk of embarrassment, and opportunity for contact with members of the target language group as well as tension among ethnic groups may all trigger language anxiety. In other words, language anxiety may affect language learning process.

6.4. Personal Effects

Many students suffer from language learning, especially the foreign or the second one; they feel that it is a traumatic experience. Unfortunately, one of the students, who participated in a series of interviews conducted by Price (1991) expressed a strongly emotion that can be interpreted in many ways: “I’d rather be in a prison camp than to speak a foreign language” (as cited in MacIntyre, 1999, p. 39). Students worry about their self-image in front of their peers and teacher they maybe feel stupid, demotivated, ignored, and unable to overcome such feelings and so having troubles in dealing with even simple grammatical or vocabulary tasks. This will reduce their self-confidence and lead them to believe that they have some kind of disability (Horwitz et al, 1986). Therefore, the effect of language anxiety on the personal side of the learner should not be ignored

because as MacIntyre in 1999 believed that “language learning provokes a traumatic reaction in some individuals” (p. 39)

7. The Impact of FL Anxiety and FNE on Students’ Oral Performance

Many studies (Aida, 1994; MacIntyre & Gardner, 1989; Young, 1991, Horwitz et al. 1986) identified the negative effect of students’ anxiety on their performance and achievement. The effects of anxiety on oral performance have the subject of great amount of research. However, the construct of FNE and oral performance has attracted little attention in the language research. MacIntyer and Gardner (1991a) explained the negative correlations between FL classroom anxiety and language proficiency; they pointed out that as the learners with high levels of anxiety and FNE have lack of language proficiency; however, if proficiency increases, anxiety will decline in a consistent manner. Consequently, these two variables affect each other constantly. Therefore, Matsuda and Gobel (2001) focused on anxiety with respect to classroom activities as speaking and listening, suggesting that oral classroom activities are most problematic and anxiety provoking for FL learners. Furthermore, in similar studies, Phillips (1992) showed that language anxiety is negatively correlated with students’ oral performance; he has reported that highly anxious students are likely to have lower oral performance in contrast to their relaxed counterparts. Likewise, Lui (2009) stated that low-anxious students were confident and felt interested in oral performance, their speech tend to be faster and have fewer unnatural pauses than the high-anxious students. His study suggest that FL anxiety can make an effect on the learners’ performance and his attitudes toward language learning. In sum, the effects of anxiety always occur in educational settings. It can seriously inhibit learning and performance particularly during their oral production activities.

Conclusion

We have attempted to provide an overview from the available literature about FLA as well as FNE in terms of the definition of the concept, sources, effects, and impact on FL learning and oral performance. Therefore, it becomes clear that FNE affects FL learners. Researchers suggested that there is a very strong link between anxiety and speaking skill and it is considered an anxiety-provoking skill. Finally, these are the main points through which the chapter aims at bringing insights into our variables.

Part Two:
The Field Work

Chapter Three:

Research Design and
Methodology

Chapter One: Research Design and Methodology

Introduction

As seen in the previous two chapters, we have provided a theoretical framework of the two variables of the present research. The available literature helped us in obtaining some clarified and transparent understandings of the issue under investigation. We aim at finding out the sources and causes behind students' FNE and its effects on their Oral performance, notably the first year students at the University of Bejaia. In this chapter, we aim at practically verifying our research hypothesis and answering our research questions all of which allow us to reach our research goals set at the outset. For this sake, we decided to split the whole chapter into two sections. The first section is devoted to the description of the research design, methods of data collection instruments, sampling, data collection procedures and data analysis procedures. The second one is dedicated to the presentation, interpretation, analysis and discussion of the findings.

Section One: Description of the Study

1. Research Design

According to Nunan (1992, p. 2) research is evaluation, asking questions, investigation, analysis, confirming hypotheses, overview, gathering and analysing data in a specific field according to certain predetermined methods. Therefore, in our way to achieve the above mentioned elements of research, we intended to use a descriptive approach as a means to acquire and gather data in order to test our hypothesis, since much of educational research is descriptive (Cohen, Manion & Morrison. 2000). This descriptive design is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003).

We opted to use a mixed methodology combining both quantitative and qualitative methods as White (1988, p. 151) stated: "There is no one 'best' method of data collection, although some methods are better for some kinds of data than others." The reason behind using mixed methods is "to broaden understanding by incorporating both qualitative and quantitative research, or to use one approach to better understand, or build on the results from the other approach" (Creswell,

2009, p. 240). Our attempt is to rely on two methods to investigate the same social phenomenon (Schutz, Chambless, & DeCuir, 2004). Thus, based on a multimethod approach, which requires multiple sources of data collection, we attempted to opt for a triangulation of three data collection instruments consisting of a Foreign Language Classroom Anxiety Scale (FLCAS), a questionnaire and a semi-structured interview. Because of the fact that anxiety is an abstract psychological phenomenon, data in this field are generally collected through questionnaires, self-reports and interviews (MacIntyre & Gardner, 1991b). The combination of the above data-gathering techniques were designed to achieve a valid understanding and description of the effect of FNE on EFL students' oral performance.

1.1. The Quantitative method

We opted for the quantitative method for data collection to test the validity of our hypothesis and as an attempt to gather as much data as possible on our EFL learners' fear of negative evaluation and its effects on our participants. For this, we have used one of the most common methods of data collection in second/foreign language research, which is questionnaires. According to Dörnyei (2003, p. 1), "the popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable." Thus, the FLCAS and a questionnaire have been adapted to reach our research aim.

1.1.1 Foreign Language Classroom Anxiety Scale

The first questionnaire is called Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) (see appendix A). It is a 33-items self-report instrument, five-point Likert scale questionnaire, ranging from strongly agree (5) to strongly disagree (1). Total anxiety scores for the scale range from 33 to 165 points. While the answer *-strongly agree-* indicates high level of anxiety, *-strongly disagree-* indicates low level of anxiety. This scale has been used in different studies (Aida, 1994; Horwitz et al., 1986; Kitano, 2001; Na, 2007). Among these studies, Horwitz et al. and Aida reported both a high internal reliability and a test-retest reliability of FLCAS. The purpose of the scale is to

examine the scope and severity of foreign language anxiety. This tool integrated three related anxieties: communication apprehension, test anxiety, and fear of negative evaluation. It has been shown that this instrument is highly reliable, since the FLCAS has demonstrated the internal reliability achieving an alpha coefficient 0.93 and test-retest reliability yielding an $r=0.83$ ($p<0.001$).

As an attempt to organize and describe the collected data in a way that facilitates the understanding and interpretation of the students' responses, this current research used the following component analysis model. From the 33 items in the questionnaire, we have nine items (1, 4, 9, 14, 18, 24, 29, 30, and 32) which represent communication apprehension. Fifteen of them (3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 26, 27, 28, 33) are related to test anxiety and seven items (2, 7, 13, 15, 19, 23, 25, 31) are associated with fear of negative evaluation.

1.1.2. The Questionnaire

Questionnaires are "Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown, 2001, p. 6). Thus, to investigate our research problem and to obtain sufficient data in a short time, students were given a questionnaire to answer anonymously (see appendix B). The questionnaire's items directed the students' responses from general to specific. Furthermore, it involves four sections and each one combines a different number of questions.

The preliminary section is devoted to students' background information including gender, age, and their view about which language skill they perceive as being the most difficult for them. The rest of the questionnaire is further divided into three sections represented in a five-point frequency scale wherein we requested the informants to opt for one of the proposed possibilities without commenting or adding a remark. The scale contains five options: 1) always, 2) often, 3) sometimes, 4) rarely, 5) never. Section two contains seven items dealing with students' English background oral performance (difficulties). The third section groups nine items about students' views about evaluation and their feelings when they face negative evaluation either teacher' or peers' one. The

fourth section is entitled fear of negative evaluation and oral performance. It consists of eight items aiming at investigating the existence and the link between FNE and oral performance.

The last item of the questionnaire is an open-ended question, in which we asked our participants to suggest strategies they may use to cope with FNE during oral expression sessions. This way, the use of the questionnaire provided an opportunity to gather quantitative data, which was used to construct questions for the follow-up interview.

1.2. The Qualitative method

To collect the needed qualitative data, we opted to conduct semi-structured interviews with teachers of Oral Expression at the department of English at the University of Bejaia. DeMarrais (2004) stated, “Qualitative interviews rely on developing rapport with participants and discussing, in detail, aspects of the particular phenomenon being studied.” (p. 52). Hence, one of the reasons of collecting data through interviews is that they provide us new insights into the teachers’ thoughts, opinions, perspectives, and descriptions of specific situations where students are more anxious than other situations. Moreover, this method helped us to determine the effect of FNE on students’ oral performance from their teachers’ perspectives, since FNE is a psychological phenomenon that is not observable as it was illustrated by Mackey and Gass (2005, p. 173): “interviews can allow researchers to investigate phenomena that are not directly observable”. The interview consisted of eight open-ended questions (see appendix C) these open questions helped us to ask for more clarifications and explanations from the respondents if their initial answers are incomplete, irrelevant or ambiguous. The utilized interview in this study addressed issues relating to the effect of FNE on the English speaking abilities of EFL students in their classrooms. The questions were designed to check whether the teachers’ negative evaluations during speaking activities would affect negatively the students’ willingness to participate; therefore, generate FNE. Which strategies they would use to avoid such psychological barrier that prevents students from developing

their speaking skill. The interviews took one week from the 8th until the 12th April 2018, and each one lasted approximately fifteen to twenty minutes.

2. Population and Sampling

Population, as its name implies, is all the target participants and cases from whom a representative sample is selected and to whom the compiled findings will be generalized (Cohen, Manion & Morrison, 2000; Marczyk, Dematteo & Festinger, 2005). The research population of this study is 226 first year LMD students enrolled at the department of English for the academic year 2017/2018. The whole population were stratified alphabetically into two sections. Furthermore, each section was divided into five groups and each group comprised about 30 students. Due to time constraints, it was not possible to work with all the 1st year students' population. Thus, we decided to deal with a study sample of a 58 (25, 67 %) students. The participants were chosen randomly. From the results obtained by means of the questionnaire, we notice that the participants are 42 females (72.41%) and 16 males (27.59%) whose ages range from 17 to 23 years old.

Five EFL experienced female teachers, also participated in this study. All of the teachers who participated in the teachers' semi-structured interviews are teaching first year students the oral expression course. The interviewees expressed high levels of responsibility and understanding of the aim of the study. Besides, they presented all the information they had according to their experience in order to allow us to investigate the phenomenon of anxiety and FNE from all the potential sides, keeping in mind, that the current research will serve in the first ground the educational process and students as well as teachers' needs.

3. Data Collection Procedures

Prior to the administration of the full-designed questionnaire, it seemed wiser to pilot the questionnaires. This Pilot study was done in order to pre-test our questionnaire as well as the FLCAS, and to check if students can understand the terms used, to ensure that the questions can be answered and the tools used actually work, and to avoid any wrong interpretations from the students' part.

The test questionnaires were handed to first year students on February 14th after the first semester exams. The copies were collected and verified in the same day. We have then checked if there are any necessary modifications and to see whether these questions are suitable to the level of our subjects or not. Fortunately, all the questions were clear and no modifications were needed.

On Wednesday morning (the 21st February, a week after the pilot study), we have redistributed the questionnaires (FLCAS and the questionnaire) but this time to the whole research participants during studying hours, and we have explained to them that they are not under any kind of evaluation and that they can feel free to answer sincerely according to their feelings and experiences. The copies were collected at the end of the day.

Moreover, five teachers of oral expression, as we have mentioned earlier, took part in our investigation, the semi-structured interviews was held with them in the teachers' room during the second week of April in the current year starting from the 10th until 16th of the same month in accordance with their availability and free time. The participants answered eleven questions and each interview lasted for approximately fifteen to twenty minutes in a very friendly and collaborative atmosphere.

4. Data Analysis Procedures

The collected data through the research instruments are not useful and informative, unless they are organized, reduced, and described. Woods, Fletcher, and Hughes (1986) stated that:

When a linguistic study is carried out, the investigator will be faced with the prospect of understanding, and then explaining to others, the meaning of the data, which have been collected. An essential first step in this process is to look for ways of summarizing the results, which bring out their most obvious features.
(p. 8)

Therefore, the data obtained from the scale and the questionnaire (quantitative methods) was analysed using the Statistical Package for Social Science software (SPSS) version 22.0 and Excel 2013 format. Then, we

interpreted our data through descriptive statistics, embracing frequency, percentage, mean, and standard deviations. These were applied for a better understanding of the data obtained from the research instruments. However, Descriptive statistics are only specific to the target sample and do not allow the drawing of any general conclusion that would go beyond the sample.

When interviewing teachers, we are dealing with linguistically sophisticated people. Thus, in the process of analysing such collected data, we need to avoid the assumption that the interview is simply a matter of gathering facts. Of course, it can be used for that, but “in qualitative inquiry, we need to go deeper, to pursue understanding in its entire complex, elusive and shifting forms” (Richards, 2003, p. 50). Moreover, according to Cohen et al. (2011) there is no one single or correct way to analyse and present qualitative data; however, they believed that:

Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities. (p. 537)

Our ultimate goal for the use of qualitative research here is to describe and understand the phenomenon of FNE during oral expression sessions from participants’ perspectives. Results from this type of research are usually said to be of an “explanatory” nature, it is usually referred to as ‘interpretative’ or ‘heuristic’ searching a full understanding of the participants (Djabbari, 2014, p. 188)

Section Two: Results and Findings

This section is devoted to the presentation and analysis of the gathered data. The analysis concerns the data collected from both quantitative (the FLCA scale and the questionnaire) and qualitative namely the semi-structured interviews. First, we have analysed the findings obtained from the scale, and then we described, analysed and interpreted the data gathered from the questionnaire. After that, qualitative interpretations of the data gathered from the interviews were presented. Hence, these analyses allowed us to verify our hypothesis, about whether the feeling of fear of being negatively evaluated affects oral performance or not.

1. The Foreign Language Classroom Anxiety Scale

According to Idri (2011), using the FLCAS remains a safe step for us to identify FNE among our participants. Therefore, after administering the FLCAS to our participants, answers revealed interesting information about the anxiety levels of first year LMD students. The thematic relationships among the different items of the scale have allowed us to organize the presentation of the results in three groups with regard to the division made by Horwitz et al. (1986): communication apprehension, test anxiety, and fear of negative evaluation. Then, we classified the items according to these performance anxieties. After that, the responses to the 33 statements are displayed using frequency and percentages. The overall findings have been analysed, compared and discussed. The responses to the FLCAS items related to communication Anxiety and test anxiety are reported briefly in Tables 3 and 4 respectively; however, the items related to FNE are discussed in details.

Based on the results of the descriptive analysis of the FLCAS data was found that (29) Out of (33) items scored means scores of more than $M = 3.00$ Results of the standard deviation show that most of the numbers are close to the Mean. A low standard deviation indicates that the data are clustered closely around the mean. This means that the study is more reliable and there is less

variability since all the values are close to the mean. Therefore, in our analysis of the data we tended to interpret the mean only since it demonstrates the level of anxiety among our participants.

The interpretation of the Mean Scores indicate that language anxiety level is:

Very Low: 1.0 -1.80

Low: 1.81 - 2.60

Moderate: 2.61 - 3.40

High: 3.41 - 4.20

Very High: 4.21 -5.0

The following table shows the general descriptive statistics of the FLCAS

Performance Anxieties	Mean	Level of Anxiety	Std, Deviation
Communicative Anxiety	3,33	Moderate	1.2207
Test Anxiety	3,2	Moderate	1.3627
Fear of Negative Evaluation	3,42	High	1.2702
Total FLCAS Scores	3,41	High	1.2791

Table 2: Descriptive statistics of the FLCAS

Table 3 shows means and standard deviations of students in terms of the three types of anxiety. Through the computation of means and standard deviations of each kind of anxiety, it was found that students' fear of negative evaluation, the mean of which reached 3.42, was higher than other kinds of anxiety where both Communicative apprehension and test anxiety were in a moderate level.

1.1. Communication Apprehension

Table 3 presents the findings of the students' communication apprehension

SA*		A		N		D		SD		Total	
N	%	N	%	N	%	N	%	N	%	N	%
1. I never feel quite sure of myself when I am speaking in my foreign language class.											
8	13.8	23	39.7	14	24.1	8	13.8	5	8.6	58	100
4. It frightens me when I don't understand what the teacher is saying in the foreign language.											
13	22.4	23	39.7	8	13.8	10	17.2	4	6.9	58	100
9. I start to panic when I have to speak without preparation in language class.											
9	15.5	20	34.5	15	25.9	8	13.8	6	10.3	58	100
14. I would not be nervous speaking the foreign language with native speakers.											
17	29.3	16	27.6	10	17.2	11	19	4	6.9	58	100
18. I feel confident when I speak in foreign language class.											
14	24.2	22	37.9	9	15.5	6	10.3	7	12.1	58	100
24. I feel very self-conscious about speaking the foreign language in front of other students.											
6	10.3	26	44.8	15	25.9	7	12.1	4	6.9	58	100
29. I get nervous when I don't understand every word the language teacher says.											
10	17.2	19	32.7	11	19	14	24.2	4	6.9	58	100
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.											
12	20.7	15	25.9	14	24.2	12	20.7	5	8.6	58	100
32. I would probably feel comfortable around native speakers of the foreign language.											
12	20.7	13	22.4	11	19	17	29.3	5	8.6	58	100
* SA (strongly agree), A (agree), N (neither agree nor disagree), D (disagree), SD (strongly disagree), F (Frequency), % (Percentage).											

Table 3: Participants' communication apprehension percentages

It is apparent that students experience lack of self-confidence when speaking the foreign language by the fact that 53.5% (SA+A) of the students have agreed with

(item 1) and 22.4% (D+SD) disagreed on this item; however, 24.1% could not identify their agreement or disagreement. Regarding fear of not understanding what the teacher is saying in English (item 4), students' responses revealed that a significant percentage of the participants 72.1% (SA+A) agreed on this item. Half of the students (50%) claimed that they get panic when they have to speak in English without preparation while 24.1% disagreed and 25.9% neither agree nor disagree. 39.1% of them felt comfortable when speaking in front of native speakers (item 14) in contrast to 25.9% who felt nervous and uncomfortable in such situations.

Additionally, in item (18) it appears that many students (62.1%) might feel confident speaking the foreign language in class and only (22.5%) of them felt less confident with a 27.6% felt indifferent. Accordingly, (55.1%) of the students reported that they are self-conscious when speaking in front of their classmates while 17% disagreed on item 24.

Moreover, being unable to understand what the teacher was saying in English (item 29) could contribute to our participants' anxiety (49.9%). Since our subjects are freshmen in the English studies 46.6% of them were overwhelmed with the number of the English rules while 29.3% disagreed (D+SD) on this item(30). The findings of item (32) indicate that 43.1% of the participants might feel at ease speaking with native speakers of English.

1.2. Test Anxiety

The table below displays students' scores on the test anxiety components as well as general anxiety items.

SA		A		N		D		SD		Total	
F	%	F	%	F	%	F	%	F	%	F	%
3. I tremble when I know that I'm going to be called on in a language class.											
7	12.1	19	32.7	11	18.9	15	25.9	6	10.4	58	100
5. It wouldn't bother me at all to take more foreign language class.											
18	31.1	19	32.7	11	18.9	7	12.1	3	5.2	58	100
6. During language class, I find myself thinking about things that have nothing to do with the course.											
20	34.5	10	17.2	9	15.5	12	20.7	7	12.1	58	100
8. I am usually at ease during tests in my language class.											
7	12.1	8	13.8	19	32.7	10	17.2	14	24.1	58	100
10. I worry about the consequences of failing my foreign language class.											
14	24.1	19	32.7	10	17.2	11	18.9	4	6.9	58	100
11. I don't understand why some people get so upset over foreign language.											
9	15.5	18	31.1	22	38	6	10.4	3	5.2	58	100
12. In language class, I can get so nervous I forget things I know.											
15	25.9	17	29.3	8	13.8	12	20.7	6	10.4	58	100
16. Even if I am well prepared for language class, I feel anxious about it.											
7	12.1	19	32.7	9	15.5	15	25.9	8	13.8	58	100
17. I often feel like not going to my language class.											
12	20.1	7	12.1	10	17.2	21	36.2	8	13.8	58	100
20. I can feel my heart pounding when I'm going to be called on in language class.											
10	17.2	21	36.2	11	18.9	9	15.5	7	12.1	58	100
21. The more I study for a language test, the more confused I get.											
9	15.5	21	36.2	6	10.4	14	24.1	8	13.8	58	100
22. I don't feel pressure to prepare very well for language class.											
10	17.2	15	25.9	12	20.7	14	24.1	7	12.1	58	100

26. I feel more tense and nervous in my language class.											
9	15.5	18	31.1	11	18.9	13	22.4	7	12.1	58	100
27. I get nervous and confused when I am speaking in my language class.											
10	17.2	18	31.1	8	13.8	12	20.7	10	17.2	58	100
28. When I'm on my way to language class, I feel very sure and relaxed.											
3	5.2	14	24.1	20	34.5	10	17.2	11	18.9	58	100
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.											
16	27.6	17	29.3	13	22.4	9	15.5	3	5.2	58	100

Table 4: Participants' Test Anxiety

About (44.8%) of the surveyed students trembled about being called in the classroom, 36.3% welcomed the idea while 18.9% were neutral (item 3). However, one positive thing in item 5 is that a considerable number of students (63.8%) agreed to attend more FL classes while 17.3% of them refused the idea. Item (6) revealed that 51.7% of the subjects lack concentration and thinking of things that have nothing to do with language classes, 31.8% of their classmates disagreed and 15.5% could not decide. Item 8 has showed that (41.3%) of the students have denied being usually at ease during tests in their language class, we should mention that a considerable percentage of respondents (32.7%) were not able to agree or disagree. This is probably related to the fact that a big number of students (56.8%) have been worried about the consequences of failing the subject (item 10). In addition, in item 11, 55.2% reported that in the classroom, students can get so nervous that they forget things they know. Accordingly, 44.8% of the students were quite anxious if they were not well prepared for language classes were expressed through item 12. This results with their hesitation to go to their language class. Interestingly, 53.4% of the sample felt afraid to be called on (item 20). Additionally, it is quite alarming that around half of the students (51.7%) agreed that studying for a test might make them feel even more confused (item 21). It appears that many students (43.1), despite their apprehension of tests, might not feel under pressure to prepare for tests. Regarding the anxiety lived inside the classroom, many students (46.6%) felt tense and nervous (item 26).

Similarly, with item (27), an interesting number of participants (48.3%) claimed that speaking tasks are anxiety-provoking tasks. Furthermore, we figure out that 36.1% of the students revealed that they were not confident and relaxed to attend language classes. Finally, 56.9% of the students indicated that they feel tense when the teacher asks them a question for which they have not prepared in advance. To some degree, anxiety must be understood in relation not only to English Language, but also in terms of the activities that take place in language learning environments.

1.3. Fear of Negative Evaluation

Here, we report data related to FNE in details by presenting the results of each item individually to get a thorough understanding of the existence of the FNE among our study sample.

Item2. I don't worry about making mistakes in language class.

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	9	15.5	2.63	Moderate	1.283
A	10	17.2			
N	8	13.8			
D	13	22.4			
SD	18	31.1			
Total	58	100			

Table 5: Participants' worry about making mistakes

Table 5 displays the findings of students' perception of making mistakes in their language class. Whether our participants worry about making mistakes or not is very important to understand their anxiety level and the existence of fear of being negatively evaluated during language classroom. We can notice that the percentage of students who agreed and disagreed with this item are quite different. In which 33.7% of the participants agreed and strongly agreed that they do not worry of being corrected and 53.5%, who disagreed and strongly disagreed and they are worried about making mistakes in their English class. However, one

noticeable thing is that students (47.6%) were not afraid of being corrected in their language class. These results indicating the number of those who worry about making mistakes in the current study are a sign that FNE exists in our classes.

The mean score shows that our participants have a moderate level of anxiety concerning the worry about making mistakes during oral classes.

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

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	15	25.9	3.20	Moderate	1.519
A	17	29.3			
N	2	3.4			
D	13	22.4			
SD	11	19			
Total	58	100			

Table 6: Students' perception about their peers' language proficiency

As it shows in table 6, more than the half of the participants (55.2%) have the tendency to compare themselves with their peers' in terms of language proficiency and form a negative self-concept. Besides, 41.4% (D+SD) of the surveyed students show disagreement with such negative social comparisons. However, only two students neither agreed nor disagreed with this item.

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

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	13	22.4	3.15	Moderate	1.424
A	15	25.9			
N	7	12.1			
D	14	24.1			
SD	9	15.5			
Total	58	100			

Table 7: Students' Reticence to Volunteer Answers in Language Class

In the above table, we have reported students' answers concerning their shyness while answering voluntarily in their language class. An interesting percentage of 48.3% of the participants showed their agreement (SA+A) on this item. Nevertheless, 39.6 % of the students did not feel embarrassed about volunteering answers in class and that only 30.8% of them felt embarrassed while participating in their language class. In the current study, a considerable number of students felt embarrassed to participate during language class.

Item15. I get upset when I don't understand what the teacher is correcting.

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	7	12.1	3.29	Moderate	1.228
A	26	44.8			
N	9	15.5			
D	9	15.5			
SD	7	12.1			
Total	58	100			

Table 8: Students' Reaction to Teacher's Error Correction

Table 8 displays participants' responses regarding their attitude towards their teacher's error correction. Throughout this question, we wanted to know our participants' reaction towards teacher's error correction. A significant number (56.9%) of the students strongly agreed and agreed that being unable to understand what the teacher was saying or correcting in English could contribute to anxiety. In this Idri (2011, p. 1935) stated, "Error correction may be a determinant factor in generating FNE among our learners". Hence, the current study found that the level of fear of negative evaluation has increased considerably when error correction has been involved in the process. According to the mean score ($M= 3.29$) and the standard deviation, error correction can be considered as a moderate source of FNE.

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

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	10	17.2	3.41	High	1.352
A	17	29.3			
N	10	17.2			
D	12	20.7			
SD	9	15.5			
Total	58	100			

Table 9: Students' fear of their teacher's correction

This item aims to measure students' negative attitude towards teacher's error correction in the language class as it reveals the significance of our variable (FNE). Therefore, the table between hands reports that nearly half of the participants (46.5%) agreed and strongly agreed that they feel anxious and worried about their teacher's corrections. On the other hand, a significant number of students strongly disagreed and disagreed: 15.5%, 20.7% respectively with this item. And the teacher's readiness to correct every single mistake made by the students can contribute to develop high levels of anxiety and FNE ($M= 3.41$)

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

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	14	24.1	3.42	High	1.402
A	16	27.6			
N	10	17.2			
D	9	15.5			
SD	9	15.5			
Total	58	100			

Table 10: Students' Proficiency in the Foreign Language

Table 10 shows students' tendency to compare themselves to others in terms of foreign language speaking proficiency. This statement is quite similar to item seven "I keep thinking that the other students are better at languages than I am", but in this item, the comparison is in terms of speaking ability. Here, a significant percentage 51.7% of participants agreed and strongly agreed with this item. Further, 31% of students disagreed and strongly disagreed with this statement. That is, they feel confident speaking in the target language.

Students' lack of self-confidence can indicate high level of anxiety and FNE since the mean score reached $M= 3.42$.

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

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	11	19	3.27	Moderate	1.240
A	16	27.6			
N	14	24.1			
D	12	20.7			
SD	5	8.6			
Total	58	100			

Table 11: Students' Attitudes toward Language Class and the Worry of Being Left Behind

The above table displays students' responses concerning their attitudes toward language classes. The aim of this item is to measure students' perceptions of the quick rhythm of the language classes. A considerable number of students (46.6%) claimed that they experience a high level of tension and nervousness in language classes and felt they could not follow the classroom procedures and might be left behind. 29.3% of participants disagreed on this item and seem to have more control over their feelings during learning a foreign language than their classmates.

The mean score revealed that the worry of being left behind during language classes could be a moderate cause of FLA in general and FNE in particular.

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

Options	Frequency	Percentage	Mean	Level of Anxiety	Std. Deviation
SA	21	36.2	3.48	High	1.454
A	12	20.7			
N	5	8.6			
D	14	24.1			
SD	6	10.3			
Total	58	100			

Table 12: Fear of Others' Laughter while speaking the foreign language

Results revealed in the above table show students' answers regarding their fear of others' laughter while speaking the target language. For this item, a remarkable number of subjects (56.9%) agreed (SA+A) that they were afraid to be laughed at by others (peers and teacher) when speaking the target language. On the other hand, 34.4% of participants showed some kind of confidence when speaking the foreign language. In sum, results in our study revealed that the reason behind students' anxiety when speaking English in the classroom is the fear of being laughed at by the peers and the teacher.

This item indicated a high level of anxiety reaching a mean score $M= 3.48$.

2. The Questionnaire

2.1. Section One: Background information

2.1.1. Students' gender

Options	Male	Female	Total
Frequency	16	42	58
Percentage	27,6	72,4	100

Table 13: Students' Gender

According to the results obtained, most of the respondents are females. There are 42 females (72.4%) and only 16 (27.6%) males. This is due to the fact

that females represent the majority of the whole population (first year LMD students) and the overall tendency of females to get enrolled in arts and humanities departments unlike males who are attracted more by technical subjects.

2.1.2. Students' Age

Age	17	18	19	20	21	22	23	Total
Frequency	1	26	14	11	1	3	2	58
Percentage	1,7	44,9	24,1	18,9	1,7	5,2	3,5	100

Table 14: Students' Age

We notice that our sample includes seven age categories. These range between 17 to 23 years old but most of them are aged between 18 to 20 years old. The majority of students (44.9%) are 18 years old.

2.1.3. Students' choice to study English

Options	Yes	No	Total
Frequency	56	2	58
Percentage	96,6	3,4	100

Table 15: Students' choice to study English

The above table reports the findings of students' choice to study English. We find that nearly all the students (96.6%) have chosen to study English voluntarily, while only two students (3.4%) indicated that English was not their choice.

2.1.4. Students' perception about the most difficult language skill

Options	Reading	Writing	Speaking	Listening	Total
Frequency	5	11	38	4	58
Percentage	8,6	18,9	65,6	6,9	100

Table 16: Students' perception about the most difficult language skill

Table 16 reports the participants' perception of the most difficult language skill. More than half of the sample (65.6%) responded that speaking is the most difficult one, followed by 18.9% who think that writing skill is most difficult. Reading and listening skills were less chosen where they scored 8.6% and 6.9%, respectively.

2.2. Section Two: English language background and oral performance

Statements	Always		Often		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I find difficulties in my English studies.	0	0	2	3.4	42	72.4	11	19	3	5.2	58	100
2. I feel uncomfortable to speak in English.	4	6.9	16	27.6	15	25.9	10	17.2	13	22.4	58	100
3. I think that speaking English is a difficult task.	6	10.3	15	25.9	18	31.1	9	15.5	10	17.2	58	100
4. I like to attend oral expression sessions.	36	62.1	7	12.1	8	13.8	6	10.3	1	1.7	58	100
5. I cannot participate in the oral classes if I am not well prepared.	12	20.7	3	5.2	22	38	11	19	10	17.2	58	100
6. I am not confident of my answers and abilities if my teacher asks me a question.	7	12.1	6	10.3	19	32.8	14	24.1	12	20.7	58	100
7. I am not confident of my answers and abilities if my teacher asks me a question.	20	34.5	8	13.8	17	29.3	9	15.5	4	6.9	58	100

Table 17: Participants' English language background and oral performance

The above table reports the findings of students' English language background and their perceptions towards speaking in the classroom. Our aim from these items is to understand students' views about oral performance.

Most of the sample answered "sometimes" on the first items, which means that 72.4% of them find difficulties in their English studies. The second item reported

the students' discomfort to speak in English, answers range between "often" and "sometimes" with percentages of 27.6% and 25.9%, respectively. However, 22.4% of the participants feel at ease when speaking English.

It is clear from the answers on item 3 that more than half of the students (25.9% and 31.1%) answered "often" and "sometimes", respectively. These findings show that many students perceive speaking English fluently as a difficult task. Students' answers to item three confirm the findings of item one. Even though most of the students think that speaking English is difficult and generate uneasiness, we notice that 62.1% of the participants like to attend oral expression sessions (item 4). Whereas, only one student (1.7%) answered with "never".

Concerning item five, most of the participants answered either by "always" or "sometimes", representing 20.7%, 38% respectively. In other words, most of the participants cannot participate in the oral classes if they are not well prepared. Furthermore, a considerable number of students answered by "rarely" (19%) and "never" (17.2%), which means that students do not hesitate to participate in the classroom without being prepared.

Moreover, item 6 demonstrates students' self-confidence of their answers and abilities as well as their reactions towards their teacher's questions. As we have an important number of participants (32.8%) who answered by "sometimes" followed by "rarely" with a percentage of 24.1% and "never" with 20.7%. These findings show that students' fear to respond to the teachers' questions.

We have also obtained interesting answers on the last item, where it is indicated that more than three-quarters of the sample feel fear to lose their words while speaking; however, 15.5% (rarely) and 6.9% (never) reported that losing words while speaking is not a problem for them.

2.3. Section Three: Evaluation and fear of negative evaluation

This section aims to find out the reasons behind the participants' fear and worry towards evaluation, especially negative evaluation, the following table summarizes students' answers'.

Statements	Always		Often		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I think that learning English as a foreign language is a challenge.	22	38	10	17.2	8	13.8	8	13.8	10	17.2	58	100
2. I am not confident of my language proficiency.	10	17.2	9	15.5	20	34.5	6	10.3	13	22.4	58	100
3. I am afraid from my teachers' corrections and evaluation.	19	32.8	5	8.6	18	31.1	10	17.2	6	10.3	58	100
4. I am concerned about my peers noticing my mistakes.	16	27.6	6	10.3	18	31.1	10	17.2	7	12.1	58	100
5. I get nervous when speaking in oral classes that I will say or give the wrong answer.	9	15.5	17	29.3	11	19	11	19	10	17.2	58	100
6. I feel embarrassed if my teacher corrects me and my peers will laugh at me.	6	10.3	8	13.8	18	31.1	12	20.7	14	24.1	58	100
7. I will be discouraged if my teacher points out and corrects my mistakes inappropriately in front of my peers.	18	31.1	12	20.7	12	20.7	8	13.8	8	13.8	58	100
8. I am worried about my peers' judgments when I have to answer a question out load	11	19	16	27.6	12	20.7	9	15.5	10	17.2	58	100
9. I am concerned if I do mistakes next to my teacher and my peers.	12	20.7	8	13.8	15	25.9	11	19	12	20.7	58	100

Table 18: Participants' perceptions on evaluation and FNE

We notice that for the first item, the same number of participants (17.2%) responded by "often" and "never", as well as "sometimes" and "rarely" (13.8%). These findings show that many students view English as a challenge since 38% of

them answered “always”. It is apparent in the second item that most of the students lack confidence in their language proficiency because most of them answered by “sometimes”, “always”, and “often” representing 34.5%, 17.2%, and 15.5 %, respectively.

However, in the following item, data reported different frequencies ranging from “always” (32.8%), “sometimes” (31.1%) and “rarely” (17.2%). Here we can understand that the majority of students feel fear from their teacher’s corrections and evaluations; however, 10.3% never feel discouraged while their instructor corrects them. Item 4, represents students’ concern about their peers’ negative comments when 31.1% answered “sometimes”, 27.6% “always” and 10.3% answered by “often”. This means that most of the participants revealed worry and nervousness towards their peers’ laughter while performing in the classroom whereas the other 29.3% of the participants (17.2% answered by rarely and 12.1% by never) felt indifferent towards such comments. Concerning item five, we observe different frequencies ranging from often (29.3%), sometimes (19%), rarely (19%), and always (15.5%). Here, we can understand that many students fear to give the wrong answer when speaking in the oral class. The rest of the participants (17.2%) felt confident to answer any question during their oral class activities.

The findings of item 6 confirm what we have said in item 4. More than half of the participants (31.1% for sometimes, 13.8% for often, and 10.3% for always) are concerned about being laughed at while their teacher is correcting their mistakes. Meanwhile, considerable number of students (24.1% for never and 20.7% for rarely) felt no fear for such situations.

The following item investigates the effect of the instructor’s harsh feedback while correcting the student’s mistakes. An interesting number of participants (71.9%) worried about their teacher’s inappropriate correction (31.1% for always, 20.7% for often and 20.7% for sometimes). Nevertheless, the rest of the sample felt no worry towards such corrections.

The eighth item demonstrates students’ worries towards their peers’ judgements while answering a question out loud, an important number answered

by “always” 19%, “often” 27.9%, and “sometimes” 20.7%, which means that most of the students feel worry when they have to answer a question out loud.

Concerning the last item, answers demonstrate that many students fear to make mistakes in the classroom whereas 39.7% of the participants were not concerned about making mistakes in front of their teacher and their peers. These findings demonstrate that the majority of the respondents experience a kind of fear and worry from both the teacher and peers’ comments during their oral performance.

Section Four: Fear of Negative Evaluation and Oral Performance

The following table aims at showing the effect of negative evaluation on students’ oral performance.

Statements	Always		Often		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
1. I feel afraid when my teacher asks me to speak in classroom.	14	24.1	10	17.2	15	25.9	10	17.2	6	10.3	58	100
2. When I am speaking, I worry about what my teacher and classmates may think of me.	9	15.5	19	32.8	15	25.9	10	17.2	5	8.6	58	100
3. I get confused if my teacher interrupts me to correct my mistakes.	10	17.2	17	29.3	21	36.2	7	12.1	3	5.2	58	100
4. My teachers’ and peers’ corrections help me improve my language proficiency.	11	19	20	34.5	19	32.8	7	12.1	1	1.7	58	100
5. I am worried of being negatively evaluated by my teacher and my peers.	26	44.8	9	15.5	12	20.1	5	8.6	6	10.3	58	100
6. If my classmates comment my answer it will affect my performance.	8	13.8	17	29.3	10	17.2	13	22.4	10	17.2	58	100
7. I feel that I am not a good student if I was negatively evaluated.	20	34.5	10	17.2	13	22.4	5	8.6	10	17.2	58	100
8. I have already experienced fear of negative evaluation during English speaking classes.	13	22.4	13	22.4	21	36.2	7	12.1	4	6.9	58	100

Table 19: Participants’ FNE during oral performance

In item 1, an interesting number of participants (24.1% answered on always, 17.2% on often, and 25.9% on sometimes) feel afraid to be called to speak in the classroom.

Item two reports the participants' worry of how their teacher and peers perceive them while speaking in English, where more than a half answered by "always" 15.5%, "often" 32.8%, and "sometimes" 25.9% whereas the rest (17.6% for rarely and 8.6% for never) demonstrates that these students can express themselves easily without any concern in the classroom.

Data reported from item 3 shows high frequency on "sometimes" marked by 36.2% and "often" by 29.3% of students who get confused if they were interrupted while performing an oral task. However, a considerable number of the subjects (19% on always, 34.5% on often, and 32.8% on sometimes) believe that their teacher's and peers' corrections help them improve their language proficiency.

More importantly, answers on item 5, revealed that the majority of the participants are worried of being negatively evaluated. A few students (8.6% for rarely and 10.3% for never) expressed their acceptance to this kind of evaluation.

Frequencies on item 6 range from 29.3% (often) and 22.4% (rarely). It is clear that some of the students' oral performance get affected when their peers comment their answer.

The following item shows the subjects' self-confidence in their language proficiency. Where a high frequency of 74.1% (34.5% for always, 17.2% for often, and 22.4% for sometimes) claimed that negative evaluation affects their confidence in their language abilities.

Findings of the last item revealed the same results (22.4% for always and often) and a high percentage (36.2%) for sometimes, these results demonstrate that a considerable number of students had experienced FNE during speaking activities.

Section Five: some suggestions to cope with FNE during oral performance

- Would you please provide us with some suggestions and possible solutions for the issue of learners' fear of negative evaluation during oral expression sessions?

The last part of the questionnaire dealt with the students' coping strategies and solutions that they may adopt to reduce their fear of negative evaluation during oral expression sessions. A considerable number of participants (62%) suggested some strategies to cope with FNE and 38% did not answer the question.

The strategies suggested by the students were outlined in the following way:

- Many students revealed that they would be less anxious and stressed, if they were well prepared before undertaking any task for the oral expression class. For instance, student (A) argued saying: *"I think that preparing oneself for the discussed topic is an important step to have a good performance"*. Another student suggested: *"In order to succeed in performing orally, we have to improve our language proficiency and enlarge our English language background through listening to music, watching documentaries, reading books and article, and talking to native speakers"*. This means that students are aware of the importance given to language proficiency to overcome the speaking anxiety.
- The majority of students believed that the way their teacher corrects their mistakes plays a significant role in generating fear of negative evaluation. Student (B) affirmed: *"Teachers should be more understanding and know that not all students have the same level in speaking English; some are confident and some aren't. They should use different teaching methods and techniques to have access to all students"*. Moreover, student (C) added: *"I believe that it's up to the teachers to help their students to overcome this problem and correct their mistakes passively as well as give positive comments on their performance"*.

Student (K) said: *"We have to bear in mind that this is a foreign language and mistakes do happen; therefore, we have to learn from our mistakes."*

- In addition, the majority of students stated that it is important to build self-confidence and self-encouragement in dealing with anxiety and fear of negative evaluation.

Student (D) declared: *"I always motivate myself by saying that 'I can do it!' Therefore, we should accept the challenges in order to beat our fears of*

making mistakes". Another Student (E) believed: *"Speaking the foreign language without mistakes is something impossible but dealing with those mistakes in the right way is possible."*

Student (F) said: *"We must be confident of ourselves. It doesn't matter if we do mistakes, what matters is how to correct them and not to repeat them."*

Student (L) indicated: *"Honestly, I feel fear and stressed when speaking out loud in front of others even though I'm not bad in English, but I'm working on this problem. For example, before speaking I take a long deep breath and count down from 5 till 0"*.

- Another point revealed from the students' answers is how their teachers and peers react towards the committed mistakes during performing.

Student (G) argued: *"When I perform, I prefer that classmates and teacher wait until I finish my performance and then they can judge me, because if they do that during speaking I will be discouraged"*.

Student (H) added: *"When the teacher corrects my mistakes during performance bothers me and confuse me, I like to be corrected at the end."*

- More students emphasized the importance of the classroom environment, reporting that:

"Students would feel less stressed when there is a comfortable atmosphere in the classroom" Student (I).

Student (J) affirmed: *"It would be better to know all the classroom procedures since this is our first year at the university, providing a relaxing and enjoyable environment as well as using interesting topics would help us get rid of anxiety and fear of being negatively evaluated"*.

3. Analysis and Interpretation of the Teachers' Interviews

As mentioned earlier, the aim of our current study is to identify the contributing factors to the alleviation of language anxiety and the FNE, in particular. To reach this aim, and to support the used quantitative data tools, we used semi-structured interviews to gather qualitative data to complete the results we got from the FLCAS and the designed questionnaire. The interviews were conducted with five Oral expression teachers. In the description of the data obtained through these interviews, we tended to report teachers' answers on each question that were raised. Our aim through this data collection tool is to identify the existence of our research problem from the teachers' perspectives. Many facts have been revealed on the teachers' attitude towards teaching speaking, their perceptions concerning the affective factors, and some of their beliefs related to various causes of poor oral performance. We note that all the participants were females.

Q1: What degree do you hold?

All the participants hold a Master 2 degree in English didactics.

Q2: Do you think that teaching English as a Foreign language is a hard and difficult process? If yes, Why?

To begin with, almost all the participants viewed English learning as a hard and tedious. In addition, all the interviewees agreed upon one thing that is teaching English is a difficult task. One of the teachers said: *"Yes, it is because, as we know, teaching the first language is different from the second/foreign one. Students expect from their teachers to master the FL very well, both the spoken and the written form, and this adds more pressure and stress on the teacher"*.

Q3: How do you perceive your students' speaking abilities?

Since our sample was first year learners, all teachers said that the majority of the students have an average level in speaking the English language. One of the teachers expressed her opinion by saying: *"All in all, not very bad, since this is their first year at the university"*. Moreover, another teacher claimed

that the students' average level in speaking is due to some factors that affect their performance, including the type of classroom activities".

Q4: How often do your students participate in oral sessions?

All of the teachers agreed on one thing: that the students' participation depends on, first, their personality whether they are extroverted or introverted students. Second, the type of activities the teachers use control the classroom interaction, this means that, when the students find the activity interesting they do participate; however, if these activities are boring, the interaction will certainly lessen. One of the interviewees revealed: "*Students do participate when they are interested in the topics being discussed and when establishing the right classroom environment to feel at ease and encouraged to take part in the classroom interaction*".

Q5: How do you motivate your students to speak?

We have noticed from the data collected that all the teachers we interviewed tend to use topics that interest the students. Teacher B believed that group discussion, debates, games, and problem solving activities are the sort of speaking activities that motivate students to speak. The teachers assume that in order to make students speak they motivate them by using pictures, visual aids (videos), songs, and selecting topics of students' interest, which stimulates them to use English. In addition, to encourage students to exchange ideas they organize classroom debates about current topics and bring in interesting activities. One of the teachers said: "*I have noticed that when using activities such as debates, games, group discussions, and problem solving activities, my students are much more active and feel free to express their opinions without fear of being evaluated or criticised*".

Moreover, interviewees argued that they create a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. Another teacher answered that role-plays and language games are an excellent way of motivating students to speak. Therefore,

teachers' awareness of different manners of raising students' motivation to speak can be a great benefit in increasing students' oral participation.

Q6: Would you name some difficulties your students face when trying to perform orally in English?

For this question, the teachers' answers show that they face many problems in teaching speaking starting by the lack of facilities. Two teachers claimed that they do not have sufficient time and equipment. In addition, they said that the group size of the students when teaching speaking is huge, this what makes it difficult for the teacher to meet every student's needs. Also, all the interviewees assumed that they found difficulties with the lack of motivation, lack of self-confidence, and more importantly, anxiety. Teachers considered anxiety as the most problematic obstacle they face when teaching speaking. We have noticed that three out of five teachers assumed that their students have an inhibition because of shyness, anxiety and fear during the oral expression courses. Whereas, one of the participants argued: "*Difficulties may include that students find nothing to say in that chosen topic, this is due to the lack of vocabulary and the use of grammatical rules*". Additionally, another teacher claimed that the mother tongue reliance and interference is a big problem faced across the oral expression courses, too. However, results revealed that most teachers consider anxiety as the main reason for the impediment of speaking skill enhancement.

Q7: What techniques you use to evaluate your students' oral performance?

Teachers were asked to report which techniques they use to evaluate their students' oral performance. The results indicated that the majority of teachers do evaluate their students at the end of the performance; they believed that when interrupting students during performing this will make them anxious and may lose their focus that is why they tend to let the feedback at the end of the performance. In contrast to another teacher who claimed that providing an immediate feedback implicitly without being harsh is the right way to help students develop their speaking skills.

Q8: How do your students react to your way of evaluation?

The majority of teachers assume that students react positively to their way of evaluation during the oral presentation. While one of the teachers said: *“Some of my students’ reactions are negative; this is why I always tend to correct their mistakes indirectly using motivating words to avoid such reactions”*. Well, when a student hears the word “oral” feels fear, stressed, and anxious this is what gives a bad and negative reaction toward the oral performance; whereas, the student with a positive reaction means he/she shows interest and motivation through work efforts.

Q9: According to you, what are the reasons behind students’ anxiety and fear of speaking in the classroom?

The objective of this question is to identify the factors that contribute to students’ anxiety and fear during the oral performance eliciting the teachers’ perspective. All the teachers agreed that the fear of making mistakes and being laughed at from their peers are from the major factors that raise fear and hesitation to participate. Two teachers said that students’ low self-esteem is what is causing them this failure. One teacher said: *“I think that my students believe that speaking is a difficult task; thus, it has a part in making the students fear to speak the language.”*

Another teacher justified her answer by saying that *“the lack of interest from the learners’ part may hinder their target language learning and speaking as well as their fear of negative evaluation either from their teacher’s part or their peers’.”*

To sum up, teachers agreed on the fact that if the learner is feeling anxious, he is unlikely to learn as fast as when he is more relaxed and confident.

Q10: Do you think that your negative judgments would hinder your students to participate once more? Why?

To answer this question, the teachers stated that they deeply believe that oral performance if properly guided, prepared, and fostered could help in reducing

learners' anxiety and worry because it serves as a great practice and a good speaking activity. However, evaluation and correcting mistakes are inevitable and crucial for the FL teaching; hence, to better their students' performance and to make them aware of their language gaps and weaknesses. One teacher stated: *"Yes, I do believe that negative feedback can demotivate students to participate again; therefore, we have to act more than being just a teacher or a feedback provider. We have to act different roles to reach our teaching goals and encourage students to speak once more"*.

Another teacher argued that *"everyone knows that practice makes it perfect. This is my way to convince my students to talk and I try to make them believe that it is ok to make mistake; and we are here to correct these mistakes."* Normally students are anxious of speaking and performing in front of their classmates or teachers because of a number of factors such as, low self-esteem and fear of negative evaluation. Once students get used to talking and performing their works, they will be more relaxed, and they can see that no one is perfect and all who is in class is here to learn as said by one teacher: *"mistakes are part of language learning and the teacher's negative evaluation don not have to go beyond some borders; I mean that this kind of feedback should be constructive and related to language; we do not have to make it personal"*.

Q11: What do you suggest to overcome the problem of FNE in our EFL classrooms?

Teachers we have interviewed claim that in order to help an anxious student in class to get over his/her fear they follow some strategies. To begin with, they look out for the main source of this anxiety than they try to found solutions for this problem. One of the teachers gave some suggestions: *"we as teachers, we have to take into consideration the student's psychological state before giving any kind of evaluation. Students' personalities are not the same they differ in terms of self-confidence, self-esteem, personality traits and so on. These are enough reasons to slow down when we want to provide any kind of feedback"*.

All teachers tried to give advice such as not to be afraid, or stressed, as well as to avoid shyness in oral expression classes. To encourage students to overcome such obstacles one teacher stated that they have to be flexible, intelligent and friendly when trying to give any negative evaluation. Another teacher believed that this could be done by speaking with anxious students to encourage them and elevate their self-confidence. Moreover, some teachers believed that they have to play plenty of roles to establish the suitable atmosphere for students to feel relaxed and not afraid of participating in the oral activities. One teacher argued saying: *“I always motivate my students to be self-confident, self-control, and not to care about making mistakes, and to do the presentation whatever and however things are going to happen just to break the barrier of anxiety”*.

To sum up, we can say that all oral expression teachers are aware of the negative effects of FLA and FNE, on their students’ speaking abilities. Therefore, they give importance to the speaking tasks in order to meet their students’ needs and reduce their anxiety; hence, their fear of negative evaluation. Furthermore, all along the data analysis, we have found out that teachers admitted they are facing all kinds of problems with their students when it comes to getting them speak in class, from fear of making mistakes to shyness and speech anxiety, and many other problems. In addition, teachers claimed that they use many techniques and activities to motivate students to speak and to help them overcome anxiety.

Conclusion

It has been agreed that foreign language anxiety is the most negatively influential affective variable, which prevents students from successfully learning a foreign language. Hence, to get a thorough understanding of the phenomenon in general and one of its varieties, fear of negative evaluation, in particular, and its effects on the students' oral performance, a combination different instruments has been used to collect data. Each data collection tool has been used for a specific purpose. The collected data through the FLCAS, the designed questionnaire, and the semi-structured interviews were analysed using the SPSS version 22.0 and the Excel 2013 through descriptive statistics by making use of frequency, percentage, mean, and standard deviation. In the first section, we have given an overview of the methodology of the present research work. Followed by the second section, where data were presented in tables followed by discussion of each item. The qualitative analysis of the interviews were provided as well.

Chapter Four:

Discussion, Recommendations, Limitations,
and suggestions for further research

Chapter Two: Discussion, Limitations, Recommendations and Suggestions for Further Research

Introduction

The current research work aims at investigating the effect of FNE on EFL students' oral performance. In the previous chapters, we have provided a general overview of our variables then a full description of the methodology used as well as a total report of the data obtained through our data collection tools. Now, a general discussion of the major findings will be introduced followed by the limitations of the study, pedagogical implications for teachers and students to deal with the issue FLA and FNE during oral performance. Finally, suggestions for further research in the field of second/foreign language teaching and learning will be discussed.

1. General Discussion of the Major Findings

So far, in this part of our dissertation we reported the results accumulated from the quantitative and qualitative data. However, in this section, we discuss the major findings backed up with previous researchers' findings, in which we reflect our objectives, check our hypothesis and answer our research questions.

Speaking was the skill that has been the most emphasized in most previous research works on anxiety in FLL. According to Philips (1999), the oral skill is problematic for second language learners. Regarding students' perceptions of their speaking abilities, most of our participants (65.6%) indicated that the most difficult skill for them is the speaking skill. This shows that students' self-confidence concerning their language proficiency is not satisfactory; therefore, this can lead to negative evaluation. Based on the obtained data from students' responses on the FLCAS and the questionnaire as well as the teachers' answers on the semi-structured interviews; we intend to discuss the results of the study according to the findings related to each of the four research questions.

- 1- Do first year LMD students feel fear of being negatively evaluated during oral expression sessions?

- 2- Which factors can contribute to the alleviation of fear of negative evaluation during oral performance?
- 3- What are the effects of FNE on first year LMD students' oral performance?
- 4- What strategies do the students apply to overcome their FNE and what are the teachers' roles to reduce their students' FNE and improve their oral performance?

To begin with, the present study has investigated the existence and the level of FLA in general and the FNE construct, in particular. The results of the FLCAS and the questionnaire revealed that FNE existed among our sample of study. The use of FLCAS measures the level of language anxiety of the students. Since FLA has the following performance varieties: communication apprehension, test anxiety, and fear of negative evaluation, the results show that our subjects, as mentioned earlier in the FLCAS descriptive statistics, had experienced the three performance anxieties.

To answer the first research question, data revealed that FNE is a strong obstacle and is considered as one of the sources of anxiety. Findings showed that subjects suffer from a high level of foreign language classroom anxiety and FNE represented through the mean scores (3.41) and (3.42), respectively. In general, the totality of the participants seem to have experienced a kind of negative evaluation and most of them felt uneasy. As expressed by Horwitz et al. (1986) that anxious students experience apprehension, worry, and even dread. This means that self-confidence and self-esteem are vital in FL learning especially while speaking in the target language. As reported from the teachers' interviews, the participants' lack of self-confidence when speaking the foreign language was apparent and clear to others. To illustrate, teacher A reported, "*Students' lack of self-confidence acts as a barrier to their willingness to participate in the oral activities.*" As well as students' answers when 53.5% agreed on the first item, (I never feel quite sure of myself when I am speaking in English.) of the FLCAS. This indicated that most of the students are having problems in dealing with evaluation from others (teacher and peers). A possible explanation is that the students are concerned about others' perception towards their performance in

class. This indicates that students tend to perceive themselves as less intelligent or smart as compared to the others in class. Therefore, they are most likely to feel afraid and reluctant to get involved in any activity in class that has the potential to show how much they know about the language. Hence, low self-esteem and lack of self-confidence will arise.

The second research question investigates the sources of FNE among our research subjects. Our study concluded the same results reached by Idri (2011) and Shabani (2012) considering students' worries about making mistakes in their oral classroom, the fear of leaving unfavourable impression on others. Besides, negative judgment by others, fear of negative thoughts, the possibility that others notice our shortcomings, and the fear of being disapproved by others. All these are potential factors causing fear of negative evaluation. Moreover, Liu (2012) also stated that in a language class if a student makes noticeable mistakes, they are negatively appraised by their teachers and peers. Additionally, being unable to understand what the teacher was saying or correcting in English and low language proficiency are other factors that can contribute to anxiety. In addition, according to Idri (2011), evaluation can contribute to anxiety and FNE if it was accompanied with ridicule and/or humiliation. The findings reported in table 18 (p.63) demonstrated that many students tend to compare their peers' language proficiency with theirs. Moreover, students' answers regarding their fear of others' laughter while speaking in the target language as well as their fear of evaluation and others' (teacher and peers') negative judgements. In comparison with Idri (2011) and Shabani (2012) results, their participants' showed much more confidence than ours did.

Concerning students' experiences of evaluation and being negatively evaluated, many students indicated that they have experienced negative evaluation either by peers or by the teacher. A high percentage of students (67.3% on item 3 table 18, p.66), perceived speaking English in the classroom as a difficult task. Therefore, research on FLA has consistently suggested that speaking tends to be the most anxiety provoking experience for many learners (Young, 1991). However, other range of factors were found: low language proficiency, low or uneven participation, personality traits, fear of making mistakes and being

laughed at, competitiveness, and lack of confidence, low self-esteem may have contributed to FNE.

The third research question focuses on the impact of FNE on students' oral performance in the classroom. Horwitz et al (1986) argued that anxiety can have profound effects on many aspects of FLL; thus, it is important to be able to identify those students who are particularly anxious in foreign language class. The majority of our participants believed that FNE could be detrimental to their performance in speaking. Yet, most of the teachers-participants thought that the more confident students would be, the more they could speak better English and the more they will overcome their FLA as well as FNE. Moreover, research has shown that FLA is negatively related to foreign language (Aida, 1994; Horwitz et al. 1986; Young, 1991; MacIntyre & Gardner 1989). They believed also that FLA has a negative effect on FL learners, where they can exhibit avoidance behaviours such as missing classes and postponing homework (Horwitz et al. 1986). Furthermore, in light of the teachers' answers during the interviews concerning the effects of FNE, they were convinced that the negative effects could start from the students' personality to reach to their learning achievement. Effects may lead to shyness, low self-esteem, lack of self-confidence, negative social comparison with others, as well as frustration and anger toward their own poor performance on language tests. Therefore, they might feel uncomfortable about communicating with others or exposing their weaknesses. Thus, FNE may act as a barrier towards their language learning development.

Concerning the forth research question, the suggestions we have collected tend to focus more on instructors' behaviours and characteristics that may lighten students' speaking anxiety and FNE were the following: being patient and friendly, having sense of humour, understanding students' needs, complementing and encouraging students and making them feel comfortable and relaxed. Students also agreed on how their teacher would respond to their performance, as they believed that the way their teacher comments on their performance plays an important role in the development of their fear of being negatively judged in the classroom. Thus, the students hoped their teachers would

take measures to help them become more confident such as creating a more relaxing, enjoyable and effective language-learning environment. Instructors may play different roles, being a facilitator, educator, observer, prompter, not only a feedback provider or controller. These roles may positively reinforce students to participate once more.

Additionally, praise, encouragement, motivation, the use of interesting topics, allotting necessary time for speaking, and understanding students' needs can be important steps towards raising more competent learners. From the interview findings, teachers recommended students to be self-conscious and self-aware of the impact of giving evaluation to others in class. In addition, students should be supportive with each other during the learning process, and to be aware of the negative impact that psychological barriers such as shyness, anxiety, demotivation, and more importantly fear of any social contact or judgement from others can have on their personality and the foreign language development. Strategies like preparation, positive thinking, asking help from peers as well as lecturers, and relaxation as well as students who treat the fear of getting evaluation as a part of motivational sources; they become more proficient with the language.

To sum up, our research findings discussed above helped us to confirm and validate our research hypothesis. Where we notice that the more students suffer from fear of negative evaluation, the more their oral performance will be affected negatively.

2. Recommendations

From the findings of this research work, we can propose some pedagogical recommendations for the language teachers and learners in order to lessen the effects of FNE on students during the oral expression sessions.

- Teachers may reassure to the learners that making mistakes is a natural process when learning a foreign language,
- Being fluent in the target language is not an easy task, students should be aware that fluency generally requires years of learning and practice,

- Motivation may also help students to reduce stress and anxiety in learning English. As we have found that the higher motivation is, the lower anxiety will be. Consequently, creating a motivational classroom is crucial,
- Making the language-learning classroom more relaxing, by providing a warm, friendly, and supportive environment by teachers and peers, can easily encourage learners to participate in class without any fear of being negatively evaluated,
- Teachers may play different roles. Being a friend or a guide to his/her students could help them overcome anxiety. To do so, he/she can talk with them personally to identify the factors responsible for their anxiety and help them to cope with those factors as well as making them understand that classroom is a friendly place where they can freely participate,
- Teachers' awareness of the potential sources of FLA may guide them to design the suitable oral tasks.
- Teachers' techniques of evaluation and error correction may contribute to increase or lower the fear of test and scores. This means that when the teacher corrects in an explicit and harsh manner makes the learner feel embarrassed and anxious. However, offering general implicit feedback may help students not to lose their face in front of their peers and feel more secure,
- Learners may find out by their own reasons of their anxiety and may share their problems with teachers and friends,
- Teachers should use different speaking activities to enhance and foster students' communication in the classroom, and to allow them practice effectively their speaking skill. Ur (1991) argued that classroom activities, which develop learners' ability to express themselves freely, seem an important component of the language course,
- Teachers should help students to build a healthy self-perceived language proficiency in English through establishing successful learning experiences, providing positive feedback, encouragements, and reinforcements.

3. Limitations

Several limitations to this study are to be noted. Due to time constraints, the size of the sample was not large enough to represent the whole population; hence, it is not possible to generalize the findings of our current research. Moreover, through this study, we have reached significant results; however, these results are applicable only to the sample of this investigation. Furthermore, in our way to accomplish our research and investigate the complex issue of language anxiety and FNE, we have faced many obstacles, which are mainly related to the fieldwork such as, the limited time available for interviews with teachers as well as the limited number of the interviewed teachers of oral expression. In addition, a limited time is given to students to answer the questionnaires because the copies of the FLCAS and the questionnaire were distributed and collected the same day for fear of not getting back the copies. Besides, students' responses on the questionnaires may not reflect the actual psychological status in EFL learning. Moreover, since we are dealing with a psychological phenomenon, it is not possible to attribute all the students' negative behaviours and poor oral performance to FLA and FNE due to the many affective variables affecting FL learning. Finally, the study and the subjects are limited to one geographical area, which is Bejaia University.

4. Suggestions for Further Research

Our objective in the current study was to investigate the effects of FLA in general and the FNE construct in particular on the EFL first year LMD students' speaking skill. It is important to bear in mind that the findings of the present study might be regarded as a beginning of a new research investigation based on the limitations and shortcomings discussed earlier. However, beyond the current investigation, there are some areas of research in foreign language learning which are still in need for further investigation and understanding. First, these areas of research would guide us towards deeper and clearer understanding of the learners' psychological states. Further research can tackle more than one affective variable at once. Factors such as self-efficacy, self-esteem, age, sex, attitudes, personality traits, motivation, communicative competence, proficiency, and learning habits

are thought to have more influence on students' FLL. Second, the future investigations should deal with larger samples and different learning levels. Third, it is necessary to expand our understanding of FLA in education and deeply explore its effects on the four language skills. Future studies should also focus on investigating the existence of FL anxiety and FNE through the use of different data collection instruments like longitudinal observations, experiments, and quasi-experimental studies. Moreover, future researchers should attempt to explore FNE in other classroom subjects. Finally, the construct of FNE is not only limited to learning situations, other social evaluative contexts can also be the focus of other investigations.

Conclusion

In the present chapter, we provided a full discussion on the obtained data and the limitation encountered all along the research span. Then, we came out with pertinent implications for both teacher and students in as far as teaching and learning speaking is concerned. Finally, we identified some suggestions for further research that can contribute in obtaining better results.

General Conclusion

General Conclusion

Some people come across many difficulties when learning a second/foreign language. Among these difficulties, anxiety stands out as one of the most influential affective factors that may have a debilitating effect on language learning and achievements.

Through the present study, we have shed light on language anxiety in general and one of its performance anxieties, which is fear of negative evaluation. A valuable insight was given to this phenomenon from both statistical and descriptive aspects. This investigation was an attempt to diagnose the existence of fear of negative evaluation when being evaluated especially during the oral expression sessions, trying to spotlight its sources as well as measuring its debilitating effects on the learners' willingness to speak the target language. Moreover, another aim behind conducting this research was to highlight some coping strategies, which help to reduce the fear of being negatively evaluated and improve students' oral performance. This study allowed us to achieve our objectives and test our hypothesis (the more learners experience anxiety and fear of negative evaluation, the lower their oral performance will be).

To answer our research questions, a hybrid methodology of both quantitative and qualitative methods of data collection was chosen. The former has been based on the distribution of the FLCAS and a questionnaire addressed to the first year LMD students at the University of Bejaia, department of English. The second consisted of semi-structured interviews that were conducted with oral expression teachers.

Through the descriptive analysis of the obtained data from the quantitative tools, we have reached interesting findings related to our research topic. Firstly, Students seem to experience Fear of Negative Evaluation during speaking activities, which generate low performance and language deficiency. This is because our participants consider speaking as the most problematic issue in foreign language learning. Second, the fear of being negatively evaluated seem to have pervasive effects on students' speaking skill in different levels: fear of

making mistakes, the fear of speaking in front of their teacher and peers, low self-esteem, lack of self-confidence, low language proficiency, etc.)

Another possible explanation for the existence of FNE among our sample of study is related to the instructors' role in class. Therefore, the semi-structured interviews results helped us to know how teachers perceive their students' oral performance level and what difficulties that they may face. From the analysis of the interviews, we have noticed that teachers are totally aware of the negative impact that FNE may have on the participants' level of speaking and that is why teachers' attitudes toward participants' speaking mistakes and their manner of correcting these mistakes were the core questions of our interview. As a result, we can say that the results obtained from the scale, the questionnaire and the semi-structured interview are in the direction to confirm our hypothesis.

Relying on the findings we reached through our investigation and the previous literature that we have presented, we can draw some implications to overcome the issue of FNE among our students and to better their FLL. In fact, Students can participate in reducing their fear of being negatively evaluated by using a positive self-talk, encourage themselves to take risks, use relaxation techniques, practicing and preparing themselves well inside and outside the classroom, and eliminating the fear of making mistakes. Moreover, teachers play an important role in helping to diminish students' FNE in their oral performance. Encouraging students to speak, let them understand that making mistakes is part of the learning process, using variety of speaking activities, giving them the opportunity to speak out their problems, giving them the opportunity to participate by eliminating their fear of making mistakes, establishing a good relationship with them to raise their self-confidence can all contribute to achieve this.

To conclude, we can say that minimizing the causes of students' fear of speaking can help them develop and promote their oral performance. Therefore, our study results answer our research questions. Still, there are more questions to be asked about the influence of Fear of Negative Evaluation on many other aspects of foreign language learning, as well as its relation with other variables such as learning styles, motivation, the other language skills, and personality

types. That is to say, since the results of the present investigation cannot be generalized, further research is needed using different research tools, such as classroom observations and experiments. Finally, due to the tremendous effects of FLA and FNE, people should all the time keep in mind that *“the error is human”*.

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Appendices

Appendix (A)

Foreign Language Classroom Anxiety Scale

Dear Students,

You are kindly invited to answer the following scale, developed by Horwitz, Horwitz & Cope (1986), as a part of our research on the effects of fear of negative evaluation on EFL learners' oral performance. We would be thankful if you devote some of your time to fill in this scale, so a full understanding of your feelings, attitudes and perceptions towards negative evaluation during oral sessions will be thoroughly investigated. Thank you for your time and cooperation.

Please show your opinion about the statements below by indicating whether you:

1. Strongly agree= **SA**
2. Agree= **A**
3. Neither agree nor disagree= **N**
4. Disagree= **D**
5. Strongly disagree= **SD**

Please tick the appropriate box on the right. All the statements must be checked.

Statement	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in a language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language class.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					

7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language.					
12. In language class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my language class.					
27. I get nervous and confused when I am speaking in my language class.					

28. When I'm on my way to language class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					

Thank you for your collaboration!

Appendix (B)

الشعبية الديمقراطية الجزائرية الجمهورية
People's Democratic Republic of Algeria

Ministry of Higher Education and
Scientific Research
University of Abderrahmane Mira
Béjaia
Faculty of Arts and Languages
Department of English Language



جامعة بجاية
Tasdawit n' Bgayet
Université de Béjaïa

وزارة التعليم اله
والبحث العلمي
جامعة عبد الرحا
بجاية
كلية اللغات والفن
قسم اللغة الانجا...

Dear Students

Thank you for taking the time to participate in this study and supporting me in my research.

The ultimate aim of the present questionnaire is to get some information about your feelings as new learners of English as a foreign language. So the collected data would be about your attitudes, feelings, classroom participation, oral presentations, your teacher's and peers' evaluations, your reactions and feelings towards negative evaluation, if any. In addition, it will be very helpful if you share with us your personal experience on when, why and how these emotions of worries towards the above mentioned situations are experienced.

So, please, be precise when you answer the questions.

Instructions: Tick the appropriate answer in the corresponding box and write a full statement whenever necessary.

Section One: Background Information

1/- Gender:

Male

Female

2 /- Age:

3/- Did you choose to study English at the university?

Yes

No

4/- According to you, which of these four language skills is the most stressful?

- a- Reading
- b- Writing
- c- Speaking
- d- Listening

Section Two: English language background and oral performance

Please, read and put a tick in front of the statements below:

Statements	Always	Often	Sometimes	Rarely	Never
I find difficulties in my English studies.					
I feel uncomfortable to speak in English.					
I think that speaking English is a difficult task.					
I like to attend oral expression sessions.					
I cannot participate in the oral classes if I am not well prepared.					
I am not confident of my answers and abilities if my teacher asks me a question.					
I feel fear to lose my words while speaking.					

Section Three: Evaluation and Fear of Negative Evaluation

Statements	Always	Often	Sometimes	Rarely	Never
I think that learning English as a foreign language is a challenge.					
I am not confident of my language proficiency.					
I am afraid from my teachers' corrections and evaluation					
I am concerned about my peers noticing my mistakes.					

I get nervous when speaking in oral classes that I will say or give the wrong answer.					
I feel embarrassed if my teacher corrects me and my peers will laugh at me.					
I will be discouraged if my teacher points out and corrects my mistakes inappropriately in front of my peers.					
I am worried about my peers' judgments when I have to answer a question out loud.					
I am concerned if I do mistakes next to my teacher and my peers.					

Section Four: Fear of Negative Evaluation and Oral Performance

Statements	Always	Often	Sometimes	Rarely	Never
I feel afraid when my teacher asks me to speak in classroom.					
When I am speaking, I worry about what my teacher and classmates may think of me.					
I get confused if my teacher interrupts me to correct my mistakes.					
My teachers' and peers' corrections help me improve my language proficiency.					
I am worried of being negatively evaluated by my teacher and my peers.					
If my classmates comment my answer it will affect my performance.					
I feel that I am not a good student if I was negatively evaluated.					
I have already experienced fear of negative evaluation during English speaking classes.					

Would you please provide us with some suggestions and possible solutions for the issue of learners' fear of negative evaluation during oral expression sessions?

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Thank you for your collaboration!

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جامعة بجاية
Tasdawit n'Bgayet
Université de Béjaïa

وزارة التعليم
والبحث العلمي
جامعة عبد الرحا
بجاية
كلية اللغات والفن
قسم اللغة الانجا

Teachers' Interview

1/- What degree do you hold?

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2/- Do you think that teaching English as a Foreign language is a hard and difficult process? If yes, How?

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3/- How do you perceive your students' speaking abilities?

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4/- How often do your students participate in oral sessions?

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5/- How do you motivate your students to speak?

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6/- Would you name some difficulties your students face when trying to perform orally in English?

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7/- What techniques you use to evaluate your students' oral performance?

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8/- How do your students react to your way of evaluation?

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9/- According to you, what are the reasons behind students' anxiety and fear of speaking in the classroom?

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10/- Do you think that your negative judgments would hinder your students to participate once more? Why?

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11/- What do you suggest to overcome the problem of FNE in our EFL classrooms?

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Thank you for your Collaboration!

Résumé

Ce travail de recherche met en lumière l'effet de la peur de l'évaluation négative sur la performance orale des étudiants. Pour tester notre hypothèse et apporter des éléments de réponse aux questions de recherche, nous avons adopté une approche méthodologique mixte basée sur des méthodes quantitatives et qualitatives. La méthode quantitative comportait l'échelle d'anxiété en classe pour les langues étrangères et un questionnaire ; tous les deux ont été administrés à des étudiants de première année au département d'Anglais à l'université de Béjaia. Alors que la méthode qualitative était basée sur des entretiens semi-structurés avec des enseignants d'expression orale au sein du même département. Une analyse statistique descriptive a été utilisée pour traiter les données recueillies. Les résultats ont montré que la peur de l'évaluation négative est un phénomène qui conduit les étudiants à ne pas parler. En outre, il a été révélé qu'un effet négatif sur la performance orale des étudiants. Les implications pédagogiques de ces résultats ont été présentées pour faire face à la peur de l'évaluation négative et améliorer les capacités d'expression des apprenants. De plus, certaines suggestions pour de futures recherches sont présentées à la fin du document.

Mots Clés: Peur, Evaluation négative, Performance Orale, Anxiété dans la Langue Etrangère.