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

The Case of Third Year LMD, LSD Students
University of Bejaia

A dissertation submitted in partial fulfillment of the requirements for
the degree of **Master Two in Didactics of English**

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June, **2015**

Dedication

I dedicate this work:

To my parents and my grandmother who always pray for my success.

To the adorable memory of my grandfather.

To my sisters and brothers who encouraged me to finish this work.

To all extended family and friends.

Special gratitude is due to all those extraordinary People who have stood

by myside during hard moments.

Samiha.

ACKNOWLEDGEMENTS

Praise be to Allah,

I would like to express my sincere appreciation to many people who supported me to complete this present study.

Firstly, I would like to express my deepest gratitude to my respectful supervisor, Dr.Nadia AHOUARI-IDRI, who provided me with a lot of professional advice. I am grateful to her kind consideration, tender guidance, and insightful suggestions. Without her care, I could not have been able to finish this study.

I am also thankful to Dr. Selami AYDIN, a researcher in the field of FLA, Balikesir University, Turkey, who provided me with articles and encouragements.

Special thanks go to Miss Assia MOHDEB for her encouragements and support.

I also owe a gratitude to the members of the jury for devoting much of their priceless time to read this work and to provide me with invaluable comments.

I extend special thanks to third year LSD students who took part in the investigation and who provided valuable contribution.

Abstract

The paper at hand spots the light on the effect of Fear of Negative Evaluation (FNE) on students' oral performance. Participants are third year LMD, LSD students at the Department of English, University of Bejaia. For that, this research work relied on a mixed-method approach based on both quantitative and qualitative methods. The quantitative method consisted of the Foreign Language Classroom Anxiety Scale (FLCAS) and a questionnaire while the qualitative method was based on a semi-structured interview. The relationship between the students' FNE and their oral performance during the oral sessions was investigated. Findings showed that most of the students experience FNE. Moreover, FNE revealed to have a negative effect on students' oral performance. The pedagogical implications of these findings were presented to cope with FNE and to improve learners' oral performance.

Key words: FNE, Oral Performance, FLCAS, FLA, EFL

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List of Abbreviations

CA: **C**ommunication **A**pprehension

EFL: **E**nglish as a **F**oreign **L**anguage

FL: **F**oreign **L**anguage

FLL: **F**oreign **L**anguage **L**earning

FLCAS: **F**oreign **L**anguage **C**lassroom **A**nxiety **S**cale

FNE: **F**ear of **N**egative **E**valuation

L2: **S**econd **L**anguage

LAD: **L**anguage **A**cquisition **D**evice

LMD: **L**icense/**M**aster/**D**octorat

LSD: **L**anguage **S**ciences and **D**idactics

SPSS: **S**tatistical **P**ackage for **S**ocial **S**ciences

%: **P**ercent

Definition of Terms

Anxiety. It is defined as "*the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system*" (Spielberger, 1983, in Horwitz, 2001, p. 113).

EFL. EFL is an abbreviation for English as a foreign language. It refers to English learning by nonnative speakers living in a non-native-speaking country (Richards, Platt, & Platt, 1992).

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, 1986).

Language Anxiety. Is a feeling of tension or nervousness while learning a second/foreign language (Horwitz et al., 1986).

General Introduction

General Introduction

Introduction

Over the last four decades, research on affective variables of second language (SL) and foreign language (FL) teaching and learning has been flourishing. Learners' anxiety has been recognized as an important area of study because of the negative influence it can have on their performance.

Speaking the target language effectively is at the heart of Foreign Language Learning (FLL) (Egan, 1991). However, it is cited by students as their most anxiety producing experience (Young, 1990). Starting from the context of foreign language teaching and learning, difficulty in speaking in class is probably the most frequently cited concern of the anxious FL students. Additionally, FL classroom usually involves inspection or evaluation by others. Hence, outcome in that context may lead to negative criticism either by the teacher or by the peers. Thus, learners may experience Fear of Negative Evaluation (FNE).

Research in this field has asserted that FNE is considered as one of the anxiety components and one of the prominent factors that affect foreign/second language learning F/SLL (Horwitz, Horwitz& Cope, 1986; Young, 1999). The current paper examines one of the significant factors, which is the fear of being negatively evaluated and its direct effect on FL learners' oral performance.

I.   Sources of Inspiration

Being a Master EFL learner at the Department of English, University of Bejaia, the researcher herself has not only experienced the worry and nervousness towards negative evaluation but has also observed this phenomenon among many students with different anxiety manifestations and rates reflected in their specific situational low oral engagement and poor oral performance. That is to say, learning a FL seems a challenging task for many people; while some students excel in language learning, others struggle and even fail to achieve the target level of language proficiency. Moreover, the goal of every learner is to be able to speak effectively in a foreign language (Burkart, 1998). However, learners have cited that speaking tends to be their most anxiety producing experience (Young, 1990). Besides, as a language learner who has experienced anxious feelings aroused by language learning situations and as a future teacher of English, the researcher has always been interested in exploring the role of affective factors in general and of

anxiety in particular in English language learning and performance. In addition, despite the fact that Foreign Language Anxiety (FLA) in general and FNE in particular have been widely studied and discussed by researchers. It has not yet been given adequate attention in the Algerian teaching and learning context. As a result, this present research aimed to fill that gap through an exploratory research about the relationship between FNE and learners' oral performance among third year LSD students at Bejaia University, Algeria.

II. Statement of the Problem

With the increasing number of people who are willing to learn English as a second/foreign language, it is really necessary to find out the factors which may hinder this process.One of these factors which has not been paid due attention to in academic setting is the fear of being negatively evaluated. Particularly, FLA is said to be a distinct variable which occurs in a specific context (Horwitz et al, 1986).

As language learning is a complex process (Young, 1999), it is confirmed that many language learners believe that Foreign Language Learning (FLL) itself is a source of anxiety which affects their language performance in one way or another. Additionally, second/foreign language learning can sometimes be a traumatic experience for many learners (Zheng, 2008). Moreover, FLA is prevalent in academic contexts where learners are continuously evaluated. Unfortunately, the majority of students neglect speaking in front of their teachers and their peers as well because they worry and fear of committing mistakes.

Hence*, the kernel issue underlying this study is investigating the effect of FNE on EFL learners' oral performance during their oral sessions, the case of third year LSD students at the Department of English at the University of Bejaia.*

III. Research Questions

To carry out this study, the following research questions are addressed:

1. Do third year LSD students at Bejaia University experience Fear of Negative Evaluation during their oral sessions?
2. What is the effect of Fear of Negative Evaluation on EFL leaners' oral performance?
3. What are the factors that contribute to students' fear of speaking in the oral course?
4. What strategies do the students apply to reduce their FNE?

IV.   Hypothesis

Many students fear making mistakes while speaking in the classroom (kitano, 2001). Reducing and overcoming this feeling can increase students' oral performance and their engagement in their oral sessions. Hence, we are interested in investigating the effect of FNE on students' oral performance which means that we have an independent variable to manipulate in order to test its effect on the dependent variable. Consequently, FNE is the independent variable while the oral performance represents the dependent variable of this study. For the sake of solving the aforesaid problem, we hypothesize that:

"The more third year LSD students' of English experience FNE, the lower their oral performance is".

V.   Aims of the Study

This research work intends to link FNE, one of the anxiety components, with learners' oral performance particularly during oral sessions. Our primary goal in this work is to investigate the effect of negative evaluation on EFL learners' oral performance. More specifically, this study aims at diagnosing learners' fears when they are negatively evaluated especially during their oral sessions and then, how this affects their oral performance. Moreover, this study is looking to figure out the sources contributing to learners' fear of speaking in the oral course. Finally, we also aim to find out techniques and strategies for both teachers and learners to reduce fear of negative evaluation and improve EFL learners' oral performance.

VI.   Significance of the Study

Evaluation is a crucial step in FL teaching and learning. However, negative evaluation impedes learners' achievement and lowers their participation in the classroom. Our concern is how negative evaluation can affect learners' oral performance in the EFL context. Hence, this study investigates the effect of FNE onthe learner's oral performance and how it really decreases their engagements in the language classroom setting. In addition, speaking is the most anxiety provoking aspect of language learning in some situations, and it is one of the most negatively influential affective variables (Horwitz, Horwitz& Cope, 1986). In this, Young (1999) argued that anxiety can influence both language learning and communication processes. Therefore, the main significance of our study is to raise the learners'awareness about how much their feeling and behaviours may affect their oral production in the purpose of being more engaged in their

learning process in general and during their oral sessions in particular. Overall, the research could be considerably helpful for teachers as well as researchers working on related studies.

VII.   Population and Sample

The participants in this study were third year LSD students enrolled in the LMD system at the University of Abderahmane Mira, Bejaia. The reason behind our choice of third year university students lies on the fact that they are in an advanced level, so they acquired knowledge about FLL. Consequently, they are capable to represent their opinion related to the research questions.

The total number of third year students is 408 divided into twelve (12)groups consisting of 34 students for each. A sample of 250 students participated when distributed the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al, 1986). After that, we dealt with eighty (80) subjects randomly selected from the whole population for the questionnaire. Their age range varies between 20 to 36 years old but most of them are between 21 to 23 years old. Moreover, for the semi-structured interview study, the researcher selected randomly twelve (12) students from the large group of eighty (80) students. Specifically, group twelve (section two) has been chosen to answer the semi-structured interview.

VIII.   Method and Data Collection Procedures

In order to test the hypothesis, our design is descriptive. This descriptive study "*is used to describe an intervention or phenomenon and the real-life context in which it occurred*" (Yin, 2003). In other words, this design helped us to describe the participants' experiences and fears towards negative evaluations and its effect on their oral performance. To reach this aim,we relied on a mixed methodology based on quantitative and qualitative methods.

On the one hand, the quantitative method included the use of Horwitz (1986) FLCAS in order to check the validity and feasibility of our research, and as an attempt to gather as much data as possible on third year EFL learners' anxiety. This was administered to 250 third year students on the16[th] November 2014 to measure FLA (communication apprehension, test anxiety, and fear of negative evaluation). Then, we developed a questionnaire accordingly. For the qualitative method, a semi-structured interview is held with twelve (12) participants allowing them to express their feelings, experiences and suggestions concerning the strategies that can reduce FNE as well as to get information about the subjects' sources of FNE and its influence on their oral performance.

After collecting data, they are analyzed using Excel 2010 and the Statistical Package for Social Sciences (SPSS) software version 20 to statistically describe and interpret the findings.

IX.   **The Organization of the Work**

Our research paper is divided into two chapters. The first chapter is theoretical; it represents an overview of the existing literature about our variables and it is further divided into three sections. In section one; we introduce the importance of the speaking skill in EFL classes. Section two deals with a brief overview about the existing literature on FLA and FNE and section three covers the relationship between FNE and students' oral performance.

The second chapter is practical; it is all about the data collection procedures and analyses, as well as the interpretation of the results. After that, it is concluded with implications, limitations of the study as well as suggestions for further research.

Chapter One: Theoretical Overview

Chapter One: Theoretical Overview

Introduction

This chapter introduces the previous and current literature about our variables. It is further divided into three sections. The first section sheds light on the speaking skill, its aspects and its importance in FLL. Section two, reviews antecedents and the conceptual entity of FLA and FNE. Section three, then, discusses the influence of FNE on students' oral performance.

Section One: Introducing the Speaking Skill

Foreign language learning involves learners' exposure to what are called foreign language skills: listening, speaking, reading and writing. Speaking is considered at the heart of foreign language learning (Egan, 1991). Thus, many language learners evaluate their knowledge by evaluating their speaking ability. Burkart (1998) argued that the goal of every learner is to be able to speak effectively in a foreign language.

I. Speaking: Definition and Elements

I.1. Definition

Much has been written about speaking. In defining speaking, we may say that it is in its broadest sense a language of human production. It is the verbal communication to express the oneself, interact with others, and communicate with them.Many definitions of speaking in language learning were provided. Yet, it is hard to present a concise comprehensive definition of speaking.

According to Oxford Advanced Learner's Dictionary (1995: 27), speaking is the use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech (as cited in Jondeya, 2011: 9). That is to say, speaking is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

Burns & Joyce (1997) defined *speaking as "an interactive process of constructing meaning that involves producing and receiving and processing information"* (as cited in Torky, 2006: 30). In other words, speaking is the process between a speaker and listener in which the speaker has to encode the message he wishes to convey, while the listener has to decode or interpret it.

Moreover, Hedge (2000: 261) defines speaking as *"a skill by which they [people] are judged while first impressions are being formed"*. This is to say, speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

From the above definitions, speaking is an activity to understand and gain information in verbal communication.Speaking is also the activity of expressing ideas andthoughts through verbal language. The ability to understand what other people talk and to answer in the target language is the indication of mastery the language. The ability of speaking will maintain their involvement in the real communication of English.

I.2. Elements of Speaking

According to Harmer (2001), the ability to speak fluently and accurately a language, learners should develop certain elements that he names the language features as well as their mental/ social processing. By those features, language learners will enhance their abilities and foster their oral production. The following elements are extracted from Harmer (2001):

I.2.1. Language features. The following features are necessary for an effective speaking.

❖ **Connected speech.** The effective speakers of English need to be able to produce fluent connected sounds not only separated phonemes. In the connected speech, these sounds are modified, omitted, added, or weakened. So, teachers should design activities that may improve the learners' connected speech.

❖ **Expressive device.** It refers to the alteration of speech in terms of pitch, stress, volume and speed to show and express their feeling. In addition, the use of these devices helps to convey meaning. Therefore, if students want to be effective communicators, they should be able to employ at least some of those supra-segmental features and devices.

❖ **Lexis and grammar.** Spontaneous speech is characterized by the use of a number of common lexical phrases. Moreover, the teacher should provide the learners with different phrases that curry different functions to use them in their conversations with others.

❖ **Negotiation language.** This element is beneficial for students to master their speaking ability as well as it gives them the opportunity to be good language communicators in terms of negotiating language. To explain, students can ask for clarification while listening to others talk for that, teachers should provide them with the necessary expr essions they need when they ask for clarification. Besides, learners also need to be clear and perform well their utterance to avoid misunderstanding by others.

I.2.2. Mental/ social processing. The crucial processing skills of speaking are as follows:

❖ **Language processing.** It refers to the ability of the learners to process and organize the language in their minds through putting it in a coherent order to facilitate their communication as well as to convey their intended messages. It helps also the students to develop habit of rapid processing.

❖ **Interacting with others.** Most of speaking situations involve interaction with one or more participant. This means that effective oral communication involves also a good deal of listening and understanding others talk then react through taking turns.

❖ **Information processing.** It is related to the ability of being rapid in processing information in the mind, i.e. the time speakers get the information, they should be ready to response to others talk.

II.   The Importance of the Speaking Skill in Language Learning

Language is not only a skill in which the individual engages interactively with others but also a tool to extract information from written or aural materials. However, using the language implies that the speaker is able to progressively perceive, understand, present, negotiate, hypothesize, and interpret in that language (Hughes, 2000).

Many foreign language learners view speaking as the most important skill they can acquire. Moreover, they assess their learning achievement on the basis of their mastery of the speaking skill (Burkart, 1998). Developing this skill in EFL/ESL is of a vital importance. Supporting this view, Richards (2008) confirmed that the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. He also argued that learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

In this flow, Ur (2000) stated that:

> *"Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of the language, as if speaking included all other kinds of knowing".*

Similarly, Hughes (2000) asserts that the spoken mode is strongly upheld as the primary source of language acquisition and is fostered and facilitated as a central activity in the language classroom, but this is linked to underlie language acquisition objectives rather than to help

learners understand the peculiarities of speech, and the sensitivity of language choices made by speakers to individual, cultural and discourse factors.

In summary, learning how to speak in a foreign language is important because it helps students to converse spontaneously and naturally without feeling nervousness and worry. In addition, speaking can support other language skills as listening, reading and writing.

III.   Oral Performance in Foreign Language Classroom

Improving FL performance is becoming increasingly abundant and becomes the focus of attention of both linguists and applied linguists (Newby, 2011). The concept of performance existed since Chomsky's notion of competence and performance in 1965. To better illuminate the notion of Performance, Chomsky (1965) made a distinction between competence and performance. In general sense, competence refers to "the *speaker hearer's knowledge of the language*", while performance denotes "*the actual use of language in concrete situations*" (as cited in Newby, 2011). That is to say, competence is the knowledge and rules stored in the mind though, performance refers to the actual realization of this competence. Furthermore, Hymes (1972) claims that performance is crucial since it is "*the product of social interaction*" (as cited in Newby, 2011: 20).

In terms of performance in FL classroom, the teacher should not only develop students' competence but also create situations in which learners will realize and make use of this competence in concrete manners. Moreover, the teacher should be aware while developing learners' competence and performance. Thus depends on learners' personalities, social, cultural as well as strategic factors.

To sum up, there is no doubt that performance is an important issue to consider not only in any language classroom but also it is vital in our daily life.

IV.   Oral Performance and Error Treatment

One aspect of second language classroom patterns of participation, which has received special attention for several years, is the way in which learners errors are treated (Gaies, 1983). According to Idri (2012), students commit errors especially while participating, answering question or else. For instance, knowing how to deal with learners' errors especially oral ones plays a significant role in the learning process. Therefore, in order to treat errors effectively, teachers must make informed decisions, as being aware of their students' preferences, affective state and what techniques to use for this process. Harmer (2001) affirmed that correction during

oral work can be very helpful. He stated that, the way to react to students' performance will depend upon the stage of the lesson, the activity, the type of error made, and the particular student who is producing that error. However, Arias (2004) claims that many teachers often fail in correcting their students' errors simply because they lack the necessary understanding of error treatment.

To sum up, error treatment is an important step teachers undertake in the classroom. Though, the way teachers deal with those errors should be with great care especially while dealing with oral ones.

V.   Speaking Difficulties in Foreign Language Learning

Speaking is the most favorable skill by students than any other language skills. But in teaching speaking, learners are confronted with many obstacles which prevent them from communicating using this favorable skill. Undoubtedly, the need to communicate in the English language, nowadays, is the central aim of thousands and millions of people around the globe. For many, it is a bit thorny, yet they keep challenging the obstacles they face every now and then, to reach their desired aim.

Specifically, speaking in a foreign language is very difficult and competence in speaking takes a long time to develop (Luoma, 2004). Hence, this leads students to face problems and difficulties when speaking the target language. Hinkel (2005) supports that many EFL learners still find speaking as a very thorny skill to master (as cited in Nazara, 2011: 29). Thus, learners view speaking as the most challenging task they can undertake in the classroom. As a result, these difficulties are likely to hamper students to engage in their speaking tasks. According to Bygate (1998) speaking is a complex mental activity that differs from other activities because it requires greater effort of the central nervous system. Ur (2000) summarized students' speaking difficulties under four main problems which are related to inhibition, nothing to say, low or uneven participation, and mother tongue use.

❖ **Inhibition.** This concerns students' inability to participate in the classroom because of their affective and emotional factors which inhibit and hamper their engagements in the classroom. That is to say, such factors refer to learners' feelings of shyness and fear of making mistakes especially in front of a critical audience.

Ur (2000) confirms that:

> *"Learners are often inhibited about trying to say things in a foreign in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts."*

Supporting this view, Richards (2008) stated that learners feel difficulty in presenting a good image of themselves and sometimes avoid participating voluntarily, meaning that students when asked to perform or present in the classroom, they fear losing their self- image in front of their classmates.

❖ **Nothing to say.** Sometimes, learners are not inhibited, however; they complain that they cannot think of anything to say. This is because of their lack of motivation, or they may have little knowledge about the topic, or they are not interested in it. Hence, they prefer to be silent.

❖ **Low or uneven participation.** Another problem that EFL learners may encounter in the classroom is the amount of each student's time to talk. Sometimes, some students dominate the talk and do not give the opportunity to others to speak. Ur (2000) argued that this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. This is because 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, low participation can be due to the ignorance of teachers' motivation, if teachers does not motivate or push their students to speak, even the talkative ones they will not show interest then.

❖ **Mother-tongue use.** Many EFL students, especially those who share the same mother tongue, tend to use their mother tongue outside and even inside the classroom because they feel at ease and comfortable and less exposed to the target language. For instance, learners will not use the foreign language correctly and effectively if they keep on using their mother tongue. Lack of vocabulary of the target language usually leads learners to borrow words from their native language.

VI.   Students' Psychological Problems towards Oral Performance

The goal of teaching the oral skill is to enhance communicative efficiency. Not every act of communication involves a rapid-fire exchange. In fact, when learners try to express themselves in English, they face difficulties. Such difficulties including hesitation, cliché expressions that fill in pauses, much repetition and frequent vagueness as the speaker seeks the most convenient combination of element to express his intended meaning (Rivers, 1968). According to Rivers

(1968), these difficulties are due to a lack of interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and the fear of making mistakes.

VI.1. Lack of interest in the subject. The silent student reflects that he has nothing to say because teacher may select unpleasant subject for him or subject that he knows a little. As result, he cannot speak or express in English. When the student has something to express, he should have the will to share his opinion with his teacher and classmates. Sometimes, student feels that what he is going to say is not interesting for the other because he does not have a good relation with the topic. So, he prefers to remain silent.

VI.2. Poor listening practice. Since speaking is essentially an interaction between two or more people, listening comprehension plays a major role. The student may have acquired how to express himself in the foreign language, but he has little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation. The student therefore does not comprehend sufficient elements in the massage to be able to make further contribution to the discussion. Hence, students need much practice in listening to the target language functions which will provide them with the breathing space necessary for oral performance.

VI.3. Deficient vocabulary. In attempting to use the foreign language to express their own thoughts, students find themselves struggling to find appropriate words where their choice of expression is severely limited. When students are learning a foreign language, they are unable to express their thoughts fluently. Thus, they find themselves limited to express their ideas and thoughts in a childish simple language as they feel frustrated and uncomfortable. For this, the teacher must be aware of this psychological factor and should be conscious of his own contribution in the process of teaching.

VI.4. Lack of confidence and fear of making mistakes. There are many reasons that make some students hesitate and do not participate in classroom discussion. They might be afraid of making mistakes while expressing their opinions. They think that when they start speaking, their teacher corrects every slip they make. So, they prefer to play the role of listener. Correcting students' mistakes must be done, but when student is intended to speak, teacher should note the most common mistakes of grammar and pronunciation and wait until student finish his speaking, and then he makes the correction for the whole class. The teacher must motivate his students to

speak by offering them a relaxed and friendly atmosphere. As a result, students will feel at ease to participate.

To sum up, many EFL learners still find speaking as a difficult skill because learning to communicate in another language takes a long time and effective oral communication requires the ability to use the language appropriately in social interactions. However, as a productive skill, speaking is considered at the heart of what it means to be able to use a foreign language. For this, it is of a crucial importance for learners to develop and practice so as to share their thoughts and convey their intended meaning and messages. Thus, teachers should choose the appropriate methods and techniques that may foster and increase learners speaking abilities.

Section Two: Fear of Negative Evaluation and Related Concepts: An Overview

Over the decades FLA has become a great concern in second and foreign language learning research, andit is a topic that triggers significant differences of opinions. Therefore, it is a very vital affective variable in learning foreign languages because it can be a serious obstacle that may hamper the learners' achievement in one way or another. Moreover, FL anxiety is an important affective variable in FL learning because it can cause serious impediments to the development of learner's productions. In this regard, Horwitz et al. (1986) argued that anxiety is a strong obstacle to be overcome in learning another language. For this, FlA has come to be recognized as an important area of study because of the negative influence it can have on learners' achievements more specifically their oral performance.To this end, in this chapter, we explore our understanding of FL anxiety, specifically Fear of Negative Evaluation (FNE) through the presentation of the relevant literature.

I.   Foreign Language Anxiety

In the past four decades, foreign language researchers and educators have increasingly focused their attention on foreign language anxiety as among themost important affective predictors of foreign language success.

Researchers have attempted to identify and define the construct of anxiety, a key individual difference in language learning, for many years. Horwitz, Horwitz& Cope (1986) claim that foreign language anxiety is a unique type of anxiety specific to foreign language learning. To explain, the term FL anxiety is such a distinctive type of anxiety used in a particular context.

Horwitz et al. (1986)conceptualize FlA 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*".

Another definition provided by MacIntyre and Gardner (1994b) where they state that:

> "*FLA is the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language*" (As cited in MacIntyre, 1999).

It means that, foreign language anxiety is a complex construct that deals with learner's affective state when dealing particularly with their target language.

To sum up, foreign language anxiety is such a unique type of anxiety which is raised specifically in a particular context. Besides, it can hinder the language learning process in one way or another. Hence, it is crucial to be overcome in the learning process.

II.   Types of Language Anxiety

II.1. Trait Anxiety, State Anxiety and Situation-Specific Anxiety

MacIntyre and Gardner (1991, p. 87-92) identified three approaches to the study of anxiety, which are: trait anxiety, state anxiety, and situation-specific anxiety.

II.1.1. Trait anxiety. Is "*an individual's likelihood of becoming anxious in any situation*" (Spielberger, 1983, cited in MacIntyre & Gardner, 1991: 87). As trait anxiety is a relatively stable personality characteristic, a person who is trait anxious would probably become anxious in many different kinds of situations, "*more frequently or more intensely than most people do*" (Woodrow, 2006: 309). This approach to anxiety research has been criticized in that the interpretation of trait anxiety would be meaningless without being considered "*in interaction with situations*" because a particular situation may be perceived as anxiety- provoking by some but not by others although those people may have similar trait anxiety scores (MacIntyre & Gardner, 1991: 88).

II.1.2. State anxiety. In contrast to the stable nature of trait anxiety, is momentary and thus not an enduring characteristic of an individual's personality. It is the apprehension that is experienced at a particular moment in time (MacIntyre & Gardner, 1991: 90). In other words, it is a transient anxiety, an unpleasant emotional temporary state, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983, cited in Wang, 2005: 13). In fact, the higher the level of trait anxiety an individual possess, the higher the level of state anxiety he or she may experience in stressful situations (MacIntyre & Gardner, 1991).

II.1.3. Situation-Specific Anxiety. It reflects a trait anxiety that recurs consistently over time within a given situation (MacIntyre & Gardner, 1991: 87; Spielberger, Anton and Bedell, 1976, cited in Woodrow, 2006: 309). On the other hand, Zheng (2008) proposed that the three categories of anxiety can be identified on a continuum from stability to transience, with trait anxiety related to a generally stable predisposition to be anxious across situations on one end, state anxiety related to a temporary unpleasant emotional state on the other, and situational-specific anxiety related to the probability of becoming anxious in particular situations in the middle of the continuum. According to MacIntyre and Gardner (1991: 90), situation-specific

anxiety can be considered as trait anxiety, which is limited to a specific context. This perspective examines anxiety reactions in a "*well-defined situation*" such as public speaking, during tests, when solving mathematics problems, or in a foreign language class (MacIntyre & Gardner, 1991).

II.2. Facilitating and debilitating anxiety. Facilitating anxiety improves learning and performance, while debilitating anxiety is associated with poor learning and performance. According to (Scovel, 1978), facilitating anxiety occurs when the difficulty level of the task triggers the proper amount of anxiety (as cited in Zheng, 2008: 2). That is, facilitating anxiety is a kind of anxiety that helps learners to improve learning and performance. However, although a certain level of anxiety may be beneficial, too much anxiety can become debilitating: it motivates the learner to "*flee*" the new learning task, and stimulates the individual emotionally to adopt avoidance behavior which may lead to avoidance of work and inefficient work performance (Scovel, 1978, cited in Zheng, 2008: 2).

III.   Components of Foreign Language Anxiety

Horwitz and associates (1986) argued that language anxiety stems from three primary sources: Communication Apprehension (CA), Test Anxiety, and Fear of Negative Evaluation (FNE). However, while communication apprehension and fear of negative evaluation are closely related to FLA, test anxiety is likely to be a general anxiety problem rather than being specific to foreign language teaching and learning (Trang, 2012). Therefore, it is useful to distinguish between the three broad varieties.

III.1. Communication apprehension. Communication apprehension (CA) refers to the fear of getting into real communication with others and it occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts (Aydin, 2008). That is, CA refers to the inability either to express oneself or to comprehend another person. Thus, leads to frustration and apprehension. Horwitz et al. (1986: 127) define CA as:

> "*A type of shyness characterized by fear or anxiety about communicating with people…, the special communication apprehension permeating FL learning derived from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood*".

To clarify, CA refers to an individual's discomfort in talking in front of others, thus, he or she may has difficulty in expressing his or her ideas and thoughts and encounter difficulties in

understanding others. Moreover, CA or some similar reactions apparently play a large role in foreign language anxiety. CA may be specific to only a few settings (e.g., public speaking) or may exist in most everyday communication situation, or may even be part of a general anxiety.

Therefore, communication apprehension obviously plays a large role in second/foreign language anxiety. People who are apprehensive speaking in front of others or in groups are likely to be even in more trouble when doing so in second/foreign language class, where " *in addition to feeling less in control of the communication situation, they also may feel that their attempts at oral work are constantly being monitored*" (Horwitz, et al.; 1986). This apprehension is explained in relation to the learners' negative self-perceptions by inability to understand others or make them understood (MacIntyre & Gardner, 1989). Hence, people who suffer from communication apprehension are more reluctant to talk and participate in conversations, and more likely to avoid or withdraw from social situations (Aida, 1994).

III.2. Test anxiety. Test anxiety also has a pervasive effect on EFL students, Horwitz el al. (1986) refer to it as "*the apprehension over academic education*". That is, the worry and nervousness learners experience in the academic setting. Therefore, Sarason, (1978: 214) defines test anxiety as "*the tendency to view with alarm the consequences of inadequate performance in an evaluative situation*" (as cited in Tóth, 2008: 58). In other words, it refers to worry over regular testing, which may become a source of frustration for learners, as their proficiency is assessed while it is being acquired. Young (1991) claims that test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. On the other hand, learners' experience more language anxiety in highly evaluative situations. Consistent evaluations by the instructor in the foreign language classrooms are rather commonplace and even the brightest and more prepared students often make errors (Horwitz et al, 1986). So, test anxious learners will doubtlessly suffer from stress and anxiety frequently. It is important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students. Generally, test anxiety is a type of performance anxiety derived from a fear of failure and evaluative situations, and if it is high, it results failure in exams.

III.3. Fear of negative evaluation. The third component of foreign language anxiety is the fear of negative evaluation which is our area of interest. Kitano (2001), pinpoint that FNE is an issue that has attracted little attention in language learning research. La Greca and Stone (1993), provide another conceptualization to this construct, as social and performance anxiety, social distress or social avoidance (as cited in Idri, 2012: 102).

According to Watson & Friend, (1969), FNE is "an *apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively*" (as cited in Horwitz et al; 1968: 128). That is to say, fear ofnegative evaluationis observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations. Therefore, fear of negative evaluation develops in foreign language classrooms and is often induced by instructors who correct students' errors in a harsh and judgmental manner (Yang, 2012: 4). Besides, the classroom is viewedas a breeding ground for fear of negative evaluation, with instructors as critical evaluators.

Along similar lines, Young (1991), states that FNE is triggered by the teacher as a fluent speaker and the classmates. In addition, FNE is an extension of test anxiety component of FL anxiety because it is not only restricted to test situations. It can rather occur in any evaluative situation such as attending an oral expression classroom (Horwitz et al; 1986: 27). Hence, the conceptual basis of language anxiety with relation to its three components has been established. All the three components are strongly linked with learners' sense of 'self', as it is learners' 'self' which is at risk of failure or being negatively evaluated in any test-like situation, or a situation which requires communication in front of others. This risk to one's of 'self' frequently occurs in second/foreign language classroom.

To put it in a nutshell, these three varieties, communication apprehension, test anxiety, and fear of negative evaluation, are viewed by Horwitz et al.(1986) to have a deleterious effect on second and foreign language learning. Thus, have a negative effect on learners' achievement.

IV. Evaluation and Foreign Language Learning

It is difficult to give a complete definition to an empirical construct as evaluation. This maybe because it touches many fields and disciplines such as politics, science, etc (Idri, 2012). Many definitions were provided for the construct of evaluation. However, it has received scant attention in S/FLL (Zohrabi, 2011). Broadly speaking, evaluation is "*about the systematic appraisal of alternative options of behavior "(*Wottawa and Pult, 2001: 4256). By systematic we mean that it (evaluation) happens in an organized way following logical, systematic steps, and this is more likely to lead to an efficient evaluation (Idri, 2012: 23).

As we can distinguish two types of evaluation: formative and summative. Formative or ongoing is a continuous assessment and it happens at any time, while summative tends to be at the end of the course.

Particularly, evaluation in the area of FLL can be considered as "*a process that results in decisions about instruction, students, or both*" (Genesee & Upshur, 1996). Moreover,

evaluationin the classroom can take place while answering to the teacher's questions, during class or group discussion, or while commenting on performances, etc (Crooks, 1988). Hence, evaluation is implemented to check the effectiveness of a particular instructional activity, learners understanding and their level of achievement.

V. Types of Evaluators

We can distinguish three types of evaluators: evaluation by the teacher, by the peers, or by the learners themselves.

V.1. Teacher Evaluation

One of the most significant roles of the teacher is to provide feedback to learners' performance.In the classroom, teachers' are actively and continuously involved in the process of evaluation (Genesee & Upshur, 1996). Yet, evaluating different kinds of learners is a challenge for a teacher (ibid). In other words, assessing various types of learners is a challenge for the instructor in which he or she may face different kinds of learners' needs, background knowledge, personalities, etc. Thus, it is difficult to assess his or her learners' effectively. According to Idri (2012), *"a teacher who provides 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"*.That is to say, it happens in some cases, the teacher provides a harsh feedback without intention. However, 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).

In sum, teachers should realize that language learning, and particularly oral production is a potentially stressful situation for some students, and that the tension and discomfort related to language learning call for the attention of the language teaching profession.

V.2. Peer -Evaluation

Peer-evaluation is another way of getting students involved in assessment or correction. This happens when a student gives a response or discusses a point raised in the classroom during or at the end of the course. Peer correction said to be an effective way of learning. Sultana (2009) argued that peer correction enhances autonomy, cooperation, interaction and involvement. Hence, the classroom atmosphere will be more supportive and friendly. Moreover, peer-assessment evolves students directly in the learning process (Topping, 1998). However, peers may induce anxiety and frustrate their mates while engaging in the learning process. 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.

V.3. Self- Evaluation

Self-evaluation is said to have numerous advantages related both to the affective implication of students in introspecting about their learning process and students' participation in class management (Azorin, 1991).

Ellis (2001) defines self-evaluation as checking the outcomes of one's own language leaning against an internal measure of completeness and accuracy (as cited in Idri, 2012: 30). That is, looking to one's progress, development and learning to determine what has improved and what areas need improvement. Additionally, Genesee & Upshur (1996) asserts that students can be active participants in assessing their own achievement and planning how they will study and learn the language. Moreover, they should be aware and conscious of their own learning and accomplishment. Harmer (2001) argued that students can be effective at monitoring and judging their own language production.

Hence, self-evaluation is a crucial process of judging one's own learning and achievement. When students are involved in reflecting on their own learning, they are empowered as learners. Accordingly, reflection on their learning leads students to gain increasing control over their learning and language processes.

VI. Negative Evaluation

Foreign language classroom usually involves inspection or evaluation by others. According to Harmer (2001), "*assessment is either largely positive or somewhat negative students are likely to receive it as in terms of praise or criticism*". In other words, evaluation can be perceived as either positive or negative. Hence, in the case of negative evaluation students are likely to perceive it as criticism. For instance, FL learners often have to perform in front of their instructors and peers, and in a language that they cannot present themselves as fully as they can in their first language. Hence, outcome in that context may lead to negative evaluation. To illustrate this point, Idri (2012) claims that most of the committed mistakes are oral. For that, instructor and peers tend to provide an immediate feedback. She stated that from such reactions, "*we can have peers' laughs, comments, or instructions' harsh error-correction, humiliation, etc.*" Hence, these reactions will lead to students' frustration and fear. In this regard, Crooks (1988) argued that evaluation in the classroom appears to have a significant effect on students. Consequently, pointing out to students' errors will likely lead to low performance.

To conclude, teachers of English should get involved in classroom research and take the role of a pedagogic explorer in order to become aware of their current practices in the classroom.

VII. Self- Esteem, Risk-Taking and Fear of Negative Evaluation

Language anxiety and FNE can be associated with many factors. Such as self-esteem and risk-taking.

VII.1. Self-esteem. Many researchers, educators and scholars provided a plenty of definitions to this term. Arnold (1999) defines self-esteem as self-judgments of value, based on feelings of usefulness, a sense of interacting effectively with one's own environment. Coopersmith (1967: 4-5) offers a more comprehensive view about self-esteem.

> *"By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and overt expressive behavior"* (as cited in Brown, 2000: 145)

Additionally, Allwright & Bailey (1991) presented some interesting anecdotal information related to self-esteem in language learning.

Self-esteem can be an important variable in provoking language anxiety to many learners. In fact it is related to their personalities and their self-image. If they show a low self-esteem then, they tend to be very anxious and worry about their language learning whereas; if they show a high self-esteem they will engage more confidently and successfully as well. For example, if learners succeed in a doing a task in the classroom. Hence, their self esteem is reinforced (Allwrite & Bailey, 1991).

VII.2. Risk-taking. Another variable often mentioned as contributing to language anxiety and FNE is risk-taking. Brown (2000) states that risk-taking is an important element in learning a second or foreign language successfully. Regarding this, risk-taking is a crucial step that must be taken by every language learner. Moreover, many educators, researchers and scholars have mentioned good risk-takers as among the characteristics of good language learners. However, students who avoid risks are hindered by tangible or anticipated criticism from others or by themselves (Arnold, 1999). Hence, their language development becomes seriously diminutive.

VIII. Sources and Causes of Foreign Language Anxiety and Fear of Negative Evaluation

As a synthesis of previous research demonstrates, there exist certain factors that cause anxiety in foreign language learning.

Numerous researches investigated the sources and causes of FLA among learners but none tried to investigate it within the variety of FNE (Idri, 2012). For this, we will try to generate them to FNE since it is a component of FLA. Young (1991) attributed foreign language classroom anxiety to six sources: personal and interpersonal anxieties (e.g., self-esteem, communication apprehension); learner beliefs about language learning, instructor beliefs about language teaching; instructor-learner interactions (e.g., teachers' harsh manner of correcting students' mistakes); classroom procedures (e.g., speaking in front of peers); and language testing. Moreover, Anxieties related to the learner that eventually cause anxiety include low self-esteem, competitiveness, self-perceived low level of ability, communication apprehension, lack of group membership and attitudes and beliefs about language learning (Young, 1994).

Aydin (2008) recognized that negative judgments by others, leaving unfavorable impressions on others, making verbal mistakes, and disapproval by others are amongst the sources of FLA and FNE in language classes.

Additionally, Horwitz (2001) acknowledged that the lack of perceived teacher support is a major factor that can evoke a learner's anxiety. Moreover, in addition to all the above-mentioned sources, Idri (2011, a2) in her investigation of the sources of FNE revealed that teachers and peers while interaction and error correction were the major sources of learners fear. She also recognized that low proficiency and low self-confidence were amongst the sources of FNE. Besides, Shabani (2012) stated that learners experience anxiety when they are not prepared for the lesson as well as while teachers and peers correct them in the classroom. The results of previous conducted studies regarding the sources of FLA and FNE indicate that numerous factors lead to students' anxiety and fear.

Besides to the above mentioned sources, Aydin (2008) affirmed that FNE leads to the fear of being called in language class, test anxiety, communication apprehension with peers, native speakers, and teachers; fear of making mistakes while speaking; and negative attitudes towards language learning.

Section Three: Linking Fear of Negative Evaluation to Oral Performance

Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. Among the factors that highly correlated with anxiety is the worry of being negatively evaluated. Speaking in a foreign language class, especially in front of others, can be a significant anxiety-inducing task for the language learner. Therefore, it is important to consider how anxiety affects FLL in general and during their oral sessions in particular. Moreover, how negative evaluation and negative judgments' induce fear and worry for learners and how this affects their oral performance will be discussed in what follows.

I.   Fear of Negative Evaluation in Oral Expression

Although, anxiety can have profound effects on many aspects of foreign language learning (Horwitz, Horwitz, and Cope 1986), speaking tend to be the most anxiety-provoking feature for many learners. In their influential study, Horwitz et al. (1986) with many other researchers in the field of language education and psychology, confirm that FL anxiety hasbeen almost entirely associated with the oral aspects of language use. For that, many students find foreign language learning stressful particularly in oral classroom situations.

II.   Effects of Fear of Negative Evaluation on Language Learning

Researchers, language teachers, and even language learners themselves have been interested in the possibility that anxiety inhibits language learning for quite some time (Horwitz, 2001). Moreover, Young (1999) stated that interest in language anxiety maybe most strongly related to its effects.

Over the past decades, the general impacts of FL anxiety and FNE on learners have produced conflicting results. However, it is of a crucial importance to know how FLA and FNE affect students' learning. Tobias (1986) claimed that FLanxiety can interfere with the three stages of learning a FL: input, processing, and output .itcan affect the learners' ability to process information at each stage (as cited inYoung, 1999: 35). These stages are highlighted in what follows.

II.1. Foreign Language Learning Anxiety and Language Learning

II.1.1.The input stage. It is the first learning stage that activates the Language Acquisition Device (LAD), which carries out the further process of language learning. At this stage, anxiety acts like a filter preventing some information from getting into the cognitive processing system (Young, 1999). The learner's "affective filter" is defined by Krashen (1985) as the unreal barrier which causes learners not to acquire a language despite the availability of suitable knowledge (as cited in Lightbown & Pada, 2006: 36). That is, an anxious learner may filter out input and take it away when needed for acquisition. In other words, these barriers are the learners' affective factors, including self-esteem, risk-taking, inhibition, empathy, and anxiety. Hence, they cause a mental block that prevents input from reaching the LAD.

That is to say, if anxiety arouses during this stage, internalreaction will distract the learners' attention to their state of fear and discomfort. Thus, input anxiety refers to the anxiety experienced by the learners when they encounter a new wordor phrase in the target language.

II.1.2. The processing stage. FL anxiety also affects students in the processing stage, where the performing cognitive operations for new information took place. During this stage, anxiety can influence both the speed and accuracy of learning (Young, 1999). In other words, anxiety interferes with the learners' cognitive tasks. The more difficult the task is, relative to a student's ability, the greater effect anxiety will have on a student's ability to concentrate and use stored information.

For instance, a learner talking about a given topic, such as having to express oneself, give one's opinion about politics, economics, cooking, travel, or any other topicwith which a student has little previous experience or has a lack of vocabulary.

According to Young (1999), anxiety in this stage acts as a distraction where learners cannot be able to learn new words, phrases, grammar, etc when they are worried.

II.1.3. The output stage. Finally, FL anxiety affects the output stage of learning. This is most often with speaking a FL. At this stage, anxiety can influence the quality of communication (Young, 1999). That is, anxiety is more likely to appear clearer at the learners' performance stage, which entirely depends upon the successful completion of the previous stages: input, and processing. ManIntyre and Gardner (1991) assert that "*high level of anxiety at this stage might hinder students' ability to speak in the target language*". Hence, in this stage, anxiety acts as a disruption to the retrieval of information. In addition, the results of research in the relationship

between anxiety and FL differ; language anxiety displays the negative effects in most cases. MacIntyre and Gardener (1991) prove that anxiety has negative effect on performance in FL learning. Horwitz, Horwitz, and Cope (1986) also report a significant negative correlation between anxiety and FL achievement through using Horwitz's developed Foreign Language Classroom Anxiety Scale (FLCAS). Theses stages are summarized in the next figure.

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

This figure explains the effects of anxiety arousal on learning from instruction in relation to the language performed in the classroom. The model shows three stages: input, processing and output. Briefly, at the input stage, anxiety arousal interferes with a continuous cognitive activity, and this hindrance reduces the capacity to internalize information. Then, at the Processing stage, anxiety hampers the process of learning new information. The last stage is the output stage where learners tend to produce the language. In this stage, FL anxiety can cause inappropriate use of grammar rules, or it may hinder the learners' from producing the language correctly or even don not respond at all.

II.2. Effects of Foreign Language Anxiety and FNE on Learner's Attitude and Personality

Among the most troublesome effects of language anxiety is the severe anxiety reaction for an individual language learner (Young, 1999). Many language teachers found that, the personality of their students plays a crucial role during the progress of their learning. Learners themselves consider that personality is an important factor which influences the learning process. Dörnyei (2005) argued that personality variables and types are important factors that affect learning.

Researches show that students' attitudes and beliefs can also be related with anxiety. Horwitz (1989) found that anxious learners, who judged language learning to be relatively difficult, possess relatively low levels of foreign language aptitude. These beliefs represent serious impediments to the development of second language fluency as well as to performance (Horwitz et al, 1986).

Moreover, Guiora (as cited in Horwitz, Horwitz, and Cope, 1886: 125) argues that FLlearning itself is "*a profoundly unsettling psychological proposition*" as it likely to threaten the learners' self concept as a competent communicator, because it is the learners' self-esteemwhich is at risk of failure or negative evaluation in any threatening, provoking, ortest-like situation which requires communication in front of others. For instance, beliefs must produce anxiety since students are expected to communicate in the classroom (Horwitz et al., 1986). Thus, in response of low self-esteem, EFLStudents' may generate negative expectations, harmful beliefs and perception that oftenaffect their performance.

In short, students whose personalitiesare prone to fear negative evaluation seem to be one of the strong sources crediting to anxiety in FL classrooms.

II.3. The Impact of FL Anxiety and FNE on Students' Oral performance

Many studies (Aida, 1994; MacIntyre & Gardner, 1989; Young, 1986) identified the negative effect of students' anxiety on their performance and achievement. Second and foreign language researchers and linguists have long been trying to associate anxiety with language learning, in general, as well as in a classroom situation. Moreover, 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 (1991) explain the negative correlations between FL classroom anxiety and language proficiency; they point out that as the learners' experience and proficiency

increase, anxiety decline in a fairly consistent manner. On the other hand, FL anxiety develops if the student's following experiences with the FL are not positive. Poor FL performance, in turn, reinforces FL anxiety. Consequently, these two variables affect each other constantly.

Therefore, Matsuda and Gobel (2004) stated that a great research (horwitz et al., 1986; Horwitz, 1986; MacIntyre and Gardener, 1994) has 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) shows thatlanguage anxiety is negatively correlated with students' oral performance, he has reportedthat highly anxious students are likely to have lower oral performance in contrast to theirrelaxed counterparts; 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 courses. The main source of anxiety is students' fear of failure. Anxious students may have difficultly learning in the first place, difficultly using or transferring knowledge, and difficultly demonstrating their knowledge in front of others.

III.   Oral Evaluation and Learners' Performance

Oral evaluation is the most anxiety-inducing situation that occurs in language classrooms (Young, 1999). As Horwitz et al., (1986) underlined foreign languages require continual evaluation by the only fluent speaker in the class, the teacher.Therefore, students may also be "*acutelysensitive to the evaluations-real or imagined-of their peers*" (Horwitz et al., 1986: 31). In other words, students with fear ofnegative evaluation are worried that others might not understand the content they are talking about in the target language. Thus, they become sensitive and overwhelmed to speak in front of others. For instance, Gergerson and Horwitz (2002) claim that people who fear negative evaluation rarely initiate conversation and interact minimally.

Broadly speaking, students in foreign language classrooms report that speaking in the target language is the most anxiety producing experience. According to Young (1990), speaking activities requiring in front of class and on spot performance produce the most anxiety from the students' perspective and learners experience more anxiety over speaking than other language skills. Horwitz et al. (1986) argued that anxiety can have profound effects on many aspects of

foreign language learning speaking tend to be the most anxiety provoking feature for many learners.

Additionally, students are generally reluctant to speak in the target language especially when they have been called to do so. An initial investigation showed that students are afraid of committing errors, (Price, 1991). This is mainly because they dislike losing face among peers and friends, when there is an indication that their oral production may not be so good.

To sum up, learners who experience fear of negative evaluation do not consider their language mistakes as a natural thing or as an attempt to learn a new language, but as a danger for them especially in front of their teachers or their peers. As a result, they keep silent most of the time and refuse to participate in language classroom activities. That is, poorer achievement performance may occur if students are distracted by anxious thoughts and feelings, which, in turn, interfere with their ability to concentrate, learn, and/or complete academic tasks.

IV. Ways to Cope with FNE in Oral Sessions

FLA negatively affects the quality of learning and is a critical factor in a learner success or failure in learning a foreign language. Reducing students' language anxiety can enhance their overall learning experience and foster their oral performance. Many researchers suggest numerous techniques, activities, methods and approaches that can reduce learners' anxiety and promote academic achievement. Some of those strategies are presented in what follows.

IV.1. Establishing a Learning Community and a Supportive ClassroomAtmosphere

In order to encourage authentic communication within a cooperative and supportive context,a series of teaching and in-class practices identified by researchers to help teachers overcome and cope with students' speaking anxiety. Anxious students and students in general may get involved in the learning process, using anxiety-management activities designed to lower the stress experienced in the classroom.

Tsiplakides & Kermida (2009) suggested the following interventions, which were implemented in a variety of educational in institutions to help learners overcome anxiety:

IV.1.1. Project work. Were used due to the following benefits of project work in foreign language settings cited in the literature:

> ➢ Students are more personally involved, so they usually have increased motivation. They do not feel that they are constantly assessed.

> ➢ It is easier for them to focus on communication, rather than on accuracy, and is less concerned with language errors and the consequences of "imagined failure". An additional advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language.

IV.1.2. Teacher –students' relations. A set of classroom rules and norms was negotiated with the students. Making fun of a wrong answer was not accepted, and a norm of mistake tolerance was ratified. Errors were considered a natural part of learning a foreign language, and students were encouraged to ask for help without running the risk of embarrassment (Dornyei, 2001). That is to say, the teacher should provide correction without creating anxiety in students as repeating the correct form of what the learner is attempting to say, without humiliating the learner.

Hence, these might foster an in-class environment where the learners feel more at ease: the atmosphere must consist of mutual acceptance and mutual respect, where students know how to appreciate other students, teachers appreciate students, and students appreciate the teacher (Young, 1999).

❖ **Teacher immediacy.** Both Verbal (use of humor, use of student first names) and Nonverbal (eye contact, positive gestures) types of immediacy behavior were employed, since they can reduce anxiety and impact positively on motivation to learn.

❖ **Provision of praise.** We soon realized that praising these students in front of their classmates for a minor accomplishment had a negative effect, since they considered it as an indication that the teacher had little confidence in their abilities. As a results, non-verbal

praise (for example: a positive head movement) was most often used, instead of direct verbal praise.

Moreover, several recent approaches to foreign language teaching are directed to reduce learners' anxiety. Among those approaches: Community language learning and Suggestopedia (Horwitz et al., 1986). That is, Communicative Language Teaching (CLT) approaches are often recommended from teachers to provide such an unthreatening environment where students talk to one another and not exclusively to the teacher. To put it into a nutshell, instructors should be called to explore instructional techniques that ease the amount of worry and fear and they should also enable students to make full advantage of the resources available to them.

To sum up, it is apparent from the conflicting evidence of anxiety research that the relationship between anxiety and foreign language learning is rather multifaceted and calls for further studies from a variety of perspectives and approaches in particular second/foreign language contexts.

Conclusion

We have attempted through this chapter to shed some light on the speaking skill and its importance in language learning. Moreover, reviewed literature about FLA as well as FNE in terms of concept, construct, effects, and impact on FL learning and Performance. Therefore, it becomes obvious that FNE affects Fl learners. Investigators suggest that there is a very strong link between anxiety and speaking skill and it is consideredthe most anxiety-provoking skill. Finally, these are the main points through which the chapter aims at bringing insights into our variables.

Chapter Two: Design, Methodology and Results

Chapter II: Design, Methodology and Results

Introduction

The current research work aims at investigating the effect of FNE (independent variable) on EFL students' oral performance (dependent variable). Furthermore, the purpose of this study was to find out the sources and causes behind learners' FNE. For instance, we have presented in the preceding chapter an overview of the related concepts so as to gain insight about the research variables aim. Accordingly, this chapter introduces a detailed description of the methodology, research design, population and sample as well as the instruments used to answer the questions and the hypothesis. Hence, three main sections are presented here. Section one deals with the description of the study, section two presents the findings and discussions of the results. Finally, section three compromises limitations of the present work, propositions and implications for further research.

Section One: Description of the Study

This section is devoted to the description of the research study. It comprises the presentation of the participants and the tools used for data collection. In addition to this, we will deal with the illumination of procedures followed for data collection and analysis.

I.   Participants

Participants describe the persons involved in the study (Grefee, 2012). The population of the study consisted of third year LMD, LSD students at the Department of English at the University of Bejaia during the academic year 2014/2015. The total number of third year students is 408 divided in twelve (12) groups consisting of 34 students for each. The selection of such population was based on the consideration that third year LMD students are in an advanced level, so they have already gained a certain knowledge about EFL and the difficulties that may hinder this process.

A sample of 250students that make 61.27% of the whole population, participated when distributed Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al, 1986) on the 16th of November, 2014. After the distribution of the questionnaire, we worked with eighty (80) subjects randomly selected from the whole population. Their age range varies between 20 to 36 years old but most of them are aged between 21 to 23 years old. Moreover, for the semi-structured interview study, the researcher selected randomly twelve (12) students from the large

group of eighty (80) students. Specifically, group twelve (section two) has been chosen randomly to answer the semi-structured interview.

The background information got from the questionnaire revealed that our participants consist of 58 females (72.5 %) and 22 males (27.5 %).

II.   Research Design and Methods

The current study aims at exploring the effect of FNE (the independent variable) on students' oral performance (the dependent variable). Hence, the choice of the methodology to use is based on the aims of the current research. Particularly, we aim at testing the relationship between our variables (FNE and oral performance). Therefore, this study relies upon a descriptive design. For instance, this descriptive study "*is used to describe an intervention or phenomenon and the real-life context in which it occurred*" (Yin, 2003). Consequently, to explore the relationship of our variables and in order to confirm our hypothesis, we adopted a mixed methodology relying on both quantitative and qualitative methods, consisting of Foreign Language Classroom Anxiety Scale (FLCAS), 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, 1991).

The combination of the above data-gathering techniques was designed to get an appropriate balance between our variables as well as to achieve a valid understanding and description of the effect of FNE on EFL students' oral performance.

II.1. The Quantitative method

We opted for the quantitative method for data collection to test the existence of the problem as far as to measure the level of fear and anxiety felt by our participants. For this, we implemented a FLCAS and a questionnaire to reach this aim.

II.1.1. Foreign language classroom anxiety scale (FLCAS). Before starting our investigation, a FLCAS distributed to the participants so as to test the feasibility of the topic as well as to check the existence of the problem (see Appendix 1). To replicate this instrument, we first reviewed the literature on FLA. For instance, FLCAS is a self-reported questionnaire developed by Horwitz, Horwitz, and Cope (1986) having 33-items used to examine the degree of anxiety and identify its actual sources. This tool integrates three related anxieties: communication apprehension, fear of negative evaluation and test anxiety. Although the authors of the FLCAS (Horwitz et al., 1986) have never proposed a model for component analysis for this scale, various L2 researchers have

presented and applied several component analysis models in their research. For example, Zhang (2010) divided this scale into four categories. Communication apprehension (1, 4, 9, 12, 14, 15, 18, 24, 27, 29, 30, 32), test anxiety (8, 10, 21), fear of negative evaluation (2, 3, 7, 13, 19, 20, 22, 23, 31, 33), and negative attitudes towards the English class (5, 6, 11, 16, 17, 25, 26, 28).Anxiety scores lower than 3.0 would indicate some level of anxiety for questions 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33. Anxiety scores higher than 3.0 would indicate some level of anxiety for questions 2, 5, 8, 11, 14, 18, 22, 28, 32. To obtain a total score for level of anxiety on the whole scale, items 2, 5, 8, 14, 18, 22, 28, and 32 are reverse scored. Higher scores show the higher level of anxiety. The original version of the FLCAS has the split-half reliability of 88.

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:

Communication Apprehension (1, 4, 9, 14, 18, 24, 29, 30, 32)

Test Anxiety (3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 26, 27, 28, 33)

Fear of Negative Evaluation (2, 7, 13, 15, 19, 23, 25, 31)

Table1: Component Analysis of the FLCAS in the Current Study

Communication Apprehension	1. I never feel quite sure of myself when I am speaking in English.
	4. It frightens me when I do not understand what the teacher in saying in the English language.
	9. I start to panic when I have to speak without preparation in language class.
	14. I would not be nervous speaking the English language with native speakers.
	18. I feel confident when I speak in English in my language class.
	24. I feel very self-conscious about speaking English in front of the other students.
	29. I get nervous when I do not understand every word the language teacher says.
	30. I feel overwhelmed by the number of rules you have to learn

	to speak the English language.
	32. I would probably feel comfortable around native speakers of the English language.
Test Anxiety	5. It wouldn't bother me at all to take more English language classes.
	6. During language class, I find myself thinking about things that have nothing to do with the course.
	8. I am usually at ease (comfortable) during tests in my language class.
	10. I worry about the consequences of failing my language class.
	11. I don't understand why some people get so upset over language classes.
	12. In language class, I can get so nervous I forget things I know.
	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.
	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.
	25. Language class moves so quickly I worry about getting left behind.
	26. I feel more tense and nervous in my language class than in my other classes.
	28. When I'm on my way to language class, I feel very sure and relaxed
Fear of Negative Evaluation	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 language class.
	7. I keep thinking that the other students are better at language than I am.
	13. It embarrasses me to volunteer answers in my 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.
	23. I always feel that the other students speak the foreign language better than I do.
	31.I am afraid that the other students will laugh at me when I speak the foreign language.
	33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

II.1.2. The Questionnaire. After having an idea about the participants, and proving the existence of the problem, students were given a questionnaire to answer anonymously (see Appendix 2). The preliminary part of this questionnaire is devoted to students' background information including gender, age, their view about learning English as well their experience of being negatively evaluated at University. This questionnaire is represented in a five-point frequency scale wherein participants are asked to indicate how often they experience the statements. The scale ranges from 1) always, 2) frequently, 3) sometimes, 4) rarely, 5) never. It is further divided into four sections. Section one encompasses eight items grouped under the heading students' views about oral performance (difficulties). This section provides us with students' views about the factors that may hinder them to speak in the classroom. The second section deals with the sources and the causes of student's fear of negative evaluation. It is based on ten guided items developed according to the related literature and previous works. The third section entitled evaluation and oral performance. It consists of six items aiming to link evaluation to oral performance. Furthermore, we aim to depict the influence of negative evaluation on students' oral performance. The last section concerns students' suggestions. It is based on one open question in which we asked our participants to suggest strategies they may use to cope with FNE. Thus, the use of the questionnaire provided an opportunity to gather quantitative data which was used to construct questions for the follow-up interview.

II.2. The Qualitative method

The qualitative method explores attitudes, behaviour and experiences (Dawson, 2002). For this, we selected this method to reach our participants' views about their feelings and behaviour in the classroom. Hence, we opted for the semi-structured interview to accomplish this objective. Typically, the semi-structured interview was developed to reveal undercurrents of the participants' feelings, expectations and opinions. For this, more open questions were needed to

allow students the freedom to bring to the surface aspects of their experience that would otherwise remain hidden. For these reasons, the researcher opted for semi-structured interviews.

II.2.1. Semi-structured interview. To determine the effect of FNE on third year LSD students' oral performance and to have more insight about their fear of performing orally in the classroom, we developed a semi-structured interview. It consisted of eight open questions and dealt with twelve participants randomly selected. One of the reasons of collecting data through interviews is that it provides a new insight into a social phenomenon (Folkestad, 2008). Moreover, interview offers insights into how anxiety manifests itself in a particular individual, and thuscan help account for individual differences in anxiety scores discovered through questionnaires or surveys. Yan and Horwitz (2008) argued that research which relies on interviews that encourage reflection has the potential to yield a richer understanding of how FLA functions to influence learning.

III.   Data Collection Procedures

This study was conducted during the academic year 2014-2015 at the Department of English, University of Bejaia, Algeria. Because of the fact that anxiety is an abstract psychological phenomenon, data in this field are generally collected through questionnaires, self report, and interviews (MacIntyre, 1991). Similarly, in this study, we have collected data by administering a questionnaire and a semi-structured interview.

The administration of the FLCAS (see Appendix 1) started on November, 16th to test the existence of the problem as far to measure the students' FLA. Two hundred and fifty (250) copies were distributed to two sections of third year LSD students at the beginning of the first semester. Then, a questionnaire (see Appendix 2) was administered on March, 4th with only 80 participants who were present and available. This was before undertaking exams of the first semester. After that, a semi-structured interview was dealt with twelve (12) students randomly selected from the whole population. We got back the students' responses the next day so as to permit them to answer freely without feeling that they are under evaluation. Eight-question semi-structured interview was used to get information about the subjects' sources of FNE and its influence on their oral performance.

IV.   Data Analysis Procedures

We analyzed the data obtained from the scale and the questionnaire (quantitative method) through the use of the SPSS software version 20 and Excel 10 format. Then, we interpreted our

data through descriptive statistics. Moreover, we based on grounded theory regarding the data attained from the interview (qualitative method). Richards (2003) reminds us that the relationship between data and analysis is an intimate but complex one. Much depends on identifying key features and relationships in the data in order to develop effective categories that would eventually answer the research questions. In this case, the analysis of the interview was guided by grounded theory which Mackey and Gass (2005, p. 179) define as "*developing theory based on, or grounded in, data that have been systematically gathered and analyzed*". With grounded theory, data can be examined from multiple vantage points in order to obtain a holistic picture of the phenomenon under investigation and therefore allows the data to guide the analysis rather than placing preconceived notions on the data.

V. Reliability and Construct Validity

Reliability and validity are defined by Genesee & Upshur (1996, p. 62) as: validity is the extent to which the information you collect actually reflects the characteristic or attribute you want to know about. Reliability then is concerned with freedom from nonsystematic fluctuation.

V.1. Reliability and validity of the FLCAS

Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) as a 33-item self-report instrument scored on the basis of a 5-point Likert-type scale, from "strongly agree" to "strongly disagree." Students respond to statements regarding their reactions to foreign/second language classes. Possible scores on the FLCAS range from 33 to 165: the higher the score, the higher the anxiety level.

According to Horwitz et al. (1986, p. 129), pilot testing of the scale with seventy five introductory Spanish students at the University of Texas at Austin demonstrated its reliability and validity. In terms of internal reliability, the FLCAS achieved internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations. Test-retest reliability over eight weeks yielded an r = .83(p <.001). In one sample of 108 introductory students of Spanish, scores ranged from 45 to 147 (M = 94.5, Mdn = 95.04, SD = 21.4). Internal consistency, as measured by Cronobach's alpha coefficient, was .93, and test retest reliability over eight weeks was r = .83, p = .001, n= .78.

V.2. Reliability and validity of the questionnaire

After administering the questionnaire, the research tool has demonstrated satisfactory reliability with the participants because of several factors. First, there have been uniform and

non-distracting circumstances of administration. Second, the students have been provided with clear, explicit and unambiguous instructions given in simple English. Third, the real aim of the study has not been openly presented to the students so that students' responses could not be biased by the researcher's goals; moreover, the research has been presented as a study on the general topic of language learning experience and on feeling about oral performance in English classes. Fourth, we have reminded the group of informants of the importance of giving honest answers.

Section Two: Results and Discussions

This section is devoted to the presentation and analysis of the obtained data through the implementation of the present research. The analysis concerns the data obtained from both quantitative (the FLCA scale and the questionnaire) and qualitative namely the semi-structured interview. First, the situation design was analyzed the findings obtained from the scale, and then we described, analyzed and interpreted the data gathered from the questionnaire. After that, we dealt with the interpretation of the data gathered from the interview. Hence, these analyses allowed us to verify our hypothesis, about whether the feeling of fear of being negatively evaluated affects oral performance or not.

I.   Results

This section presents the findings obtained from the scale and the Questionnaire with their interpretations as the data revealed from the interview.

I.1. The FLCAS

After administering the FLCAS to our participants, results revealed interesting information about the anxiety levels of third year LSD students. The thematic relationships among the different items of the scale have allowed us to organize the presentation of the resulting data in three groups with regard to their relationship with the following different subscales of foreign language classroom anxiety: communication apprehension, test anxiety and fear of negative evaluation. Then, we classified the items according to the related components. After that, the responses to the 33 statements are displayed using percentages and the overall findings have been analyzed, compared and discussed. The responses « strongly agree » (SA) and « agree » (A) have been combined to create an overall score of agreement; the answers « neutral » (N) are counted as indecisive data, and the sum of responses « Disagree » (D) and « Strongly disagree »

(SD) have been similarly calculated to gain a measure of disagreement. The results of each factor have been presented in tables.

Responses to all the FLCAS items are reported in Table 1 (communication Anxiety), Table 2 (Test Anxiety), and Table 3 (Fear of Negative Evaluation). All percentages refer to the number of students who agreed ordisagreed with the statements. The first column of the table show the combinational percentages of students who agreed and strongly agreed with the statement; the second column stands for neutral responses, the third column show the combinational percentages of students who disagreed and strongly disagreed and the fourth column stands for no answer.

Again, the current study first examined the communication apprehension and test anxiety items briefly, and then dealt with the FNE items in details.

I.1.1. Components of the Foreign Language Anxiety Scale
- **Communication Apprehension**

Table 2: Communication Anxiety Percentages.

SA+A		N		SD+D		NA		Total	
N°	%	N°	%	N°	%	N°	%	N°	%
1. I never feel quite sure of myself when I am speaking in English.									
131	52	43	17.2	71	28.4	5	2	245	100
4. It frightens me when I don't understand what the teacher is saying in the English language.									
146	58.4	30	12	70	28	4	1.6	246	100
9. I start to panic when I have to speak without preparation in language class.									
184	73.6	24	9.6	42	16.8	00	00	250	100
13. I would not be nervous speaking the English language with native speakers									
159	63.6	29	11.6	59	23.6	3	1.2	247	100
18. I feel confident when I speak in English in my language class.									
123	49.2	54	21.6	62	24.8	7	2.8	243	100

24. I feel very self-conscious about speaking English in front of the other students.									
121	48.4	64	25.6	61	24.4	4	1.6	246	100
29. I get nervous when I don't understand every word the language teacher says.									
154	61.6	30	12	63	25.2	3	1.2	247	100
30. I feel overwhelmed by the number of rules you have to learn to speak the English language									
111	44.4	73	29.2	57	22.8	9	3.6	241	100
32. I would probably feel comfortable around native speakers of the English language.									
158	63.2	38	15.2	47	18.8	7	2.8	243	100

Table 2 represents the findings of the students speaking anxiety level. It shows that students have endorsed the scale items that suggest oral expression anxiety, since students' lack of self-confidence when speaking the foreign language has been revealed by the fact that 52% of the students have agreed with (item 1), which means that they do not feel sure of themselves when they speak in English. Regarding fear of understanding teacher's speech in English (item4), students' responses revealed that almost half of the participants (58.4%) worried about this. A higher percentage (73.6%) claim that they start to panic if they are called upon to speak without having prepared in advance (item 9), and (48.4%) of them feel self-conscious when speaking in front of their classmates (item 24).

On the other hand, it appears that many students (63.6%) might feel comfortable speaking with native speakers and only (23.6%) of them felt uncomfortable and embarrassed. Accordingly, (61.6%) of the students reported that being unable to understand what the teacher was saying in English could contribute to anxiety and feel unwilling to participate when they do not understand what the teacher said in the foreign language. Although our participants are in an advanced level, they should master or reach a certain degree in English. However, it appears that third year LSD students might feel puzzled by the number of rules they have to learn to speak English. Here, a considerable percentage (44.4%) reported experiencing such problem. The findings of the last item confirm what we have said in item 14. Most of the students (63.2%) indicated that they might feel at ease speaking with native speakers of English. These findings demonstrate a high level of speaking anxiety especially in the academic setting.

- **Test Anxiety**

Table 3: Test Anxiety Percentages

SA+A		N		SD+D		NA		Total	
N°	%	N°	%	N°	%	N°	%	N°	%
3. I tremble when I know that I'm going to be called in language class.									
131	52	45	18	74	29.6	5	00	250	100
5. It wouldn't bother me at all to take more foreign language class.									
131	52	42	16.8	62	24.8	15	6	235	94
6. During language class, I find myself thinking about things that have nothing to do with the course.									
141	56.4	33	13.2	74	29.6	01	0.4	249	99.6
8. I am usually at ease during tests in my language class.									
100	40	70	28	67	26.8	01	0.4	249	99.6
10. I worry about the consequences of failing my foreign language class.									
188	75.2	21	8.4	38	15.2	3	1.2	247	98.8
11. I don't understand why some people get upset over foreign language.									
137	54.8	62	24.8	42	16.8	9	3.6	241	96.4
12. In language class, I can get so nervous I forget things I know.									
180	72	27	10.8	40	16	3	1.2	247	98.8
16. Even if I am not well prepared for language class, I feel anxious about it.									
153	61.2	27	10.8	66	26.4	4	1.6	246	96.4
17. I often feel like not going to my language class.									
83	33.2	54	21.6	104	41.6	9	3.6	241	96.4

20. I can feel my heart pounding when I'm going to be called on in language class.									
149	59.6	39	15.6	57	22.8	5	2	245	98
21. The more I study for a language test, the more confused I get.									
109	43.6	32	12.8	104	41.6	5	2	245	98
22. I don't feel pressure to prepare very well for language class.									
121	48.4	42	16.8	78	31.2	9	3.6	241	96.4
26. I feel more tense and nervous in my language class.									
62	24.8	53	21.2	124	49.6	11	4.4	239	95.6
27. I get nervous and confused when I am speaking in my language class.									
80	32	47	18.8	114	45.6	9	3.6	241	96.4
28. When I'm not on my way to language class, I feel very sure and relaxed.									
137	54.8	58	23.2	49	19.6	6	2.4	244	97.6
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.									
143	57.2	35	14	64	25.6	8	3.2	242	96.8

It should be noted that the above table does not report only test anxiety items but could also appreciate general reactions of anxiety towards the foreign language classroom existing in our group of subjects. It displays students' scores on the test anxiety components as well as general anxiety items. Nonetheless, the most critical level of oral anxiety has been exhibited by those items related to the phenomenon of test anxiety. About (52%) of the surveyed students worried about making mistakes in their oral class. However, one positive thing is that a considerable number of students (29.6%) were not afraid of being corrected by their teacher. Item 8 has showed that (40%) of the students have denied being usually at ease during tests in their language class. This is most probably related to the fact that also a big number of students accounted for (26.8%) have been worried about the consequences of failing the subject. In addition, it is quite alarming that around half of the students (43.6%) agreed or partly agreed that

studying for a test might make them feel even more confused (item 21). It appears that many students, despite their apprehension of tests, might not know how to prepare for them.

Moreover, it is quite a positive sign that third year LSD students did not seem to lack interest in English language learning, demonstrated by their willingness to go to or even take more language classes: more than half of the students (52%) would not bother taking more classes, and only (24.8%) indicated that they did not like English lessons.As regards the anxiety experiences lived inside the classroom, (56.4%) of students find themselves in class thinking of things that have nothing to do with it (item 6); they have frequent distractions because of boredom and uneasiness. Furthermore, we figure out also that (72%) of the students indicated that in class they can get so nervous that they forget things they know (item 12). Finally, (57.2%) of the students indicated that they feel tense when the teacher asks them a question in which they have not prepared in advance. To some degree then, anxiety must be understood in relation not only to English a discipline, but also in terms of the activities that take place in language learning environments.

- **Fear of Negative Evaluation Items**

Table 4: Students worry of making mistakes

		Frequency	Percent
Valid	Strongly agree	43	17,2
	Agree	76	30,4
	Neither agree nordisagree	27	10,8
	Disagree	77	30,8
	Strongly disagree	27	10,8
	Total	250	100,0

Item 2: I don't worry about making mistakes in my language class.

Table four represents 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 in the language classroom. We can notice from the table that the percentages of students who agreed and disagreed with this item are approximately the same. In which 47.6% of the participants agreed and strongly agreed that they do not worry of being corrected and 41.6% who disagreed and strongly disagreed. This shows that 41.6% of the students worried about making mistakes in

their English class. However, one positive thing is that most students (47.6%) were not afraid of being corrected in their language class.

These results are similar to what has been reported by Chabane (2010) and Idri (2011), indicating that most of the students are not afraid of making mistakes in their classes. However, the number of those who worry about making mistakes in the current study are much more higher than the ones reported in both Chabane (2010) and Idri (2011). Thus, this is a sign that FNE exists in our classes.

Table 5: Students' Comparison with Others Language Proficiency

		Frequency	Percent
	Strongly agree	47	18,8
	Agree	68	27,2
	Neither agree nor disagree	45	18,0
Valid	Disagree	47	18,8
	Strongly disagree	40	16,0
		1	,4
	Total	248	99,2
Missing	System	2	,8
Total		250	100,0

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

Table five displays students answers concerning their comparison with others (peers) language proficiency. Another prevalent issue among third year LSD students is negative social comparisons: 18.8% strongly agreed and 27.2% agreed with item 7. That is they believed that they could not speak English as well as other students. On the other hand, 18.8% participants who disagreed and 16.0% who strongly disagreed with this item. Based on the data, it can be seen that the surveyed students have the tendency to compare themselves with other students and form a negative self-concept, which may account for their lack of confidence in speaking in English classes. In comparison with Chabane (2010) and Idri's (2011) research based on first year students', their results tend to be somehow different. They found that the level of learners who feel self-confident and competent is a bit higher than the ones who feel less self-confidence and less competent.

Thus, it is possible that negative social comparisons contribute to anxious feelings in students in the current study.

Table 6: Students' Reticence to Volunteer Answers in Language Class

		Frequency	Percent
	Strongly agree	24	9,6
	Agree	53	21,2
	Neither agree nor disagree	53	21,2
Valid	Disagree	95	38,0
	Strongly disagree	24	9,6
	54,00	1	,4
	Total	250	100,0

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

In the above table, we have reported students' answers concerning their shyness while answering voluntarily in their language class.It is an encouraging finding that 47.6 % 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. However, the number of those who felt embarrassed (30.8 %) is also important. In the current study, students showed appear to be least embarrassed about volunteering answers. Although other researchers Chabane (2010) and Idri (2011) reported that the number of the learners who agreed and disagreed is almost the same, 27.8%, 26.9% respectively.

Table 7: Students' Reaction to Teacher Error Correction

		Frequency	Percent
	Strongly agree	71	28,4
	Agree	102	40,8
Valid	Neither agree nor disagree	36	14,4
	Disagree	29	11,6
	Strongly disagree	10	4,0
	Total	248	99,2
Missing	System	2	,8
Total		250	100,0

Item 15: I get upset when I don't understand what the teacher is correcting.

Table seven displays participants' responses regarding their attitude towards their teacher's error correction. Throughout this item, we wanted to know our participants' reaction towards misunderstood error correction. A significant number 69.2% of the students reported that being unable to understand what the teacher was saying or correcting in English could contribute to anxiety. This is similar to what has been reported by Chabane (2010) and Idri (2011), indicated that more than 75% of the population agreed/strongly agreed. In this Idri (2011) stated that « *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, since 69.2% of the students said that they get upset when they do not understand what the teacher is correcting.

Table 8: Students' worry about their teacher correction

		Frequency	Percent
Valid	Strongly agree	32	12,8
	Agree	65	26,0
	Neithe ragree nor disagree	39	15,6
	Disagree	74	29,6
	Strongly disagree	39	15,6
	Total	249	99,6
Missing	System	1	,4
Total		250	100,0

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

The above table reports the findings of students 'who remain anxious of their teachers correction. This statement aims to measure students' negative attitude towards teacher correction in the language class as it reveals the significant of our variable (FNE). Although, most of the participants 45.2% disagreed and strongly disagreed, a significant number of students who strongly agreedand agreed, 12.8%, 26.0% respectively with this item. That is, a substantial number don't worry about their teacher's correction. However, the remaining percentage seemed to expect that their mistakes would be pointed out and corrected by their teacher.

Table 9: Students' Proficiency in the Foreign Language

		Frequency	Percent
	Strongly agree	47	18,8
	Agree	66	26,4
Valid	Neither agree nor disagree	39	15,6
	Disagree	65	26,0
	Stronglydisagree	33	13,2
	Total	250	100,0

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

Table nine shows students' comparison with others in terms of language proficiency. This statement is quite similar to item seven « I keep thinking that the other students are better at languages than I am ». Here, a significant percentage 45.2% of participants agreed and strongly agreed with this item.It is somehow the same results (46%) revealed with item 7. Furthermore, 39.2%of students disagreed and strongly disagreed with this statement. That is, they feel confident in the target language.

Table10: Students Attitudes toward Language Class and the Worry of Being Left Behind

		Frequency	Percent
	Strongly agree	28	11,2
	Agree	91	36,4
Valid	Neither agree nordisagree	44	17,6
	Disagree	64	25,6
	Strongly disagree	23	9,2
	Total	250	100,0

Item25: Language class moves so quickly I worry about getting left behind.

Table ten displays students' responses concerning their attitudes and feelings toward language classes. Moreover, this statement aims to measure students' attitudes toward the language classroom. Although, a large number of students 47.6% in this current research claimed that they experience a higher level of tension and nervousness in language classes and felt they could not follow the classroom procedures and might get left behind. A considerable number 34.8% of participants seem to have somewhat control over their learning in the language classroom.

Table 11: Fear of Others' Laughter

		Frequency	Percent
	-3,00	1	,4
	Strongly agree	39	15,6
	Agree	62	24,8
Valid	Neither agree nor disagree	43	17,2
	Disagree	58	23,2
	Strongly disagree	47	18,8
	Total	250	100,0

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

In the above table, we have reported students' answers regarding their fear of others' laughter while speaking the target language. For the case of this item, the number of learners who agreed and disagreed is almost the same, 40.4%, 42% respectively. This reveals that many students were afraid of being laughed at by others (peers and teacher) when speaking the target language. However, a significant number (42%) seem to be confident while speaking the foreign language. In comparison with others studies (Idri, 2011) and (Chabane, 2010), students showed a much more confidence. In this Idri (2011) stated that « *item 31 shows that most of the learners do not really worry about others laughing at them. We have 26.9% of the learners agreed and 61.1% disagreed* ». In sum, students in the present study feared making mistakes and being laughed at, which made them anxious when speaking English to others in the classroom.

I.2. Analysis of the Questionnaire

The data collected from the questionnaire was analyzed using Excel 10 format for the statistics.

I.2.1. Background information

The present questionnaire starts by background information about our participants. For instance, students' age, gender, and views about English are mentioned as opening questions in the questionnaire to reinforce our knowledge about our participants' characteristics.

Table 12 : Participants' Age

Age	**20**	**21**	**22**	**23**	**24**	**36**	**Total**
Frequency	9	37	20	7	6	1	80
% of answers	11.25	45.50	25.00	9.21	7.50	1.25	100

We notice that our sample includes six age categories. Their age range varies between 20 to 36 years old but most of them are aged between 21 to 23 years old. The majority of students (37) are 21 years old. We have just one student with 36 years old which represents 1.25%.

Table 13 : Participants' Gender

Option	Male	Female	Total
Frequency	22	58	80
% of answers	27.5	**72.5**	100

Concerning gender, most of the respondents are females; there are 58 females (72.5%), and only 22 (27.5%) males. However it is worth noting that Gender (sex) is a noisy variable in this research; we will not take it into consideration.

Table 14: Students' Views about English

Strongly agree	13	16,25%
Agree	7	8,75%
Neither agree nor disagree	32	40,00%
Disagree	25	31,25%
Strongly disagree	3	3,75%
Total	80	100,00%

Q3. I think English is a very difficult language.

The above table reports the findings of students' perceptions towards English. How our participants think of English is very important to understand their motivation and behaviour. It is

clear from the table that many students 35% disagreed that English is a very difficult language. Nevertheless, an interesting number 40% were neutral and 25 % of the participants agreed that learning English is a very difficult task. This represents an important number of students that may face difficulties in the classroom regarding their lack of language proficiency which may induce their fear towards evaluation. Then, this may have an influence to their engagement in general and their oral performance in particular.

Table 15: **Students' experiences of being negatively evaluated (judged) at University**

	Experienced fear of negative evaluation	Did not experience negative evaluation	No answer	**Total**
Frequency	8	17	55	80
%	10	21.25	**68.75**	100

Q4. Students' Experiences Concerning Negative Evaluation at University

Table fifteen displays students' answers concerning their experiences of being negatively evaluated or not at University. It is clear from the table that most (68.75%) of the students did not answer to this question. According to participants' responses, the majority (21.25%)of them did not experience negative evaluation at university. They reported that they have never experienced such harsh feedback either by the teacher or by the peers. Yet, a considerable number10% of them showed that they have experienced negative judgment by others.

Here are some of participants' experiences of being negatively evaluated:
« *As a student, I strongly remember my experience of being negatively evaluated. This was in my first year at University, when my teacher of oral expression gave me a bad mark in the oral examination, telling us that you are not native speakers, thus you do not deserve a good mark. I wonder why some teachers treat us this way* ».
« *In reality, I have been negatively evaluated many times at University, especially in my first year. Sometimes I feel ashamed and embarrassed but I always remember that I am here to learn* ».
« *The first time I was judged negatively at University was by my teacher. He told me that you need more practice on your pronunciation. Nevertheless, this did not hurt me at all. It*

encouraged me to work hard and overcome my difficulties even though I was scared and feel ashamed in the first time, but this encouraged me to work harder to improve my pronunciation ».

« Yes, I have experienced negative judgment during my first year at University, But not until now because I always escape my oral session ».

According to participants' experiences, we can notice that some students did not pay attention to their instructor's judgment even though they felt « shy » and « ashamed » but this helped them to improve their abilities. However, others felt nervous, discouraged and do not feel at ease in the classroom and even the last student has reported that he does not attend his oral expression session anymore.

I.2.2. Students' views about oral performance

Table 16: Learners' Perceptions about Speaking in the Classroom

Statements	Always		Frequently		Sometimes		Rarely		Never		Total	
	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F(%)
1. I feel at ease (comfortable) to participate in my language class.	16	20,00	16	20,00	39	**48,75**	8	10.00	1	1.27	80	100
2. I think that speaking English fluently is a difficult task.	2	2.50	11	13,75	36	**45,00**	22	**27,50**	9	11,25	80	100
3. I feel shy to participate in the classroom	15	18.75	12	15,00	21	**26,25**	16	20,00	16	20,00	80	100
4. I hesitate to speak when the teacher asks a question.	14	17.5	16	21,05	27	**35,53**	16	21,05	7	9,21	80	100
5. While speaking English, I lose my words.	16	20,00	13	16,25	39	**48,75**	10	12,50	2	2,50	80	100
6. I escape my courses of oral sessions	3	3.75	1	1.27	15	**18,99**	13	16,46	48	**60,76**	80	100
7. I cannot speak in my language class if I am not well prepared.	12	15.17	13	16,46	22	**27,85**	18	**22,78**	15	18,99	80	100
8. I feel confident when I speak in English.	13	16,25	23	**28,75**	29	**36,25**	8	10,00	7	9.21	80	100

The above table reports the findings of students' perceptions towards speaking in the classroom. Answers to this items help in understanding students' views about oral performance. The eight items presented in this table investigate whether our participants feel at ease while speaking English in the classroom or not and whether they feel confident while performing or not. It is clear from the table that most of the students' answered"sometimes". We notice that in the first item, 48.75% of participants' answered"sometimes", 20% answered by always and frequently which means that most of the students feel at ease to participate in the classroom.

While (11.25%) of them did not feel comfortable to participate in the classroom. For item two, most of the answers are between sometimes and rarely, representing 45%, 27.50% 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. In other words, most of the participants (26.25%) answered"sometimes". We observe the same number of participants 20% responded by rarely and never, which means that studentsdo not feel shy to participate in the classroom. However, a considerable number of participants 18.75%, 15% answered always and frequently respectively. That is, they feel shy to participate and to engage in the classroom. In a similar vein, the high frequencies reported by the participants for the last item (36.25% sometimes, 28.75% frequently) feel confident to speak the target language.

Moreover, we can notice a high percentage reported for the sixth item 60.76% of participants never escape their oral expression sessions. Nevertheless, an interesting number 24.46% (3.75% always, 1.27% frequently and 18.99% sometimes) of the learners' tend to escape their oral courses. More importantly, item four demonstrates students' reactions towards their instructor's questions as we have an important number 35.53% answering by sometimes. Moreover, a number of participants (21.05%) answer by frequently and rarely similarly. These findings demonstrate students' fear to respond to the teachers' questions. Here, most of the students showed that sometimes they hesitate to answer their teacher's questions.

I.2.3. Fear of Negative Evaluation (Sources and Causes)

Table 17: Factors inducing FNE in the Oral Class

Statements	Always		Frequently		Sometimes		Rarely		Never		Total	
	N	F (%)	N	F(%)	N	F (%)	N	F(%)	N	F(%)	N	F(%)
1. I think that learning English as a foreign language is a challenge.	27	**34,62**	17	**21,79**	16	20.45	8	10,26	12	15,38	80	100
2. My language proficiency is not good.	16	**20,25**	13	16,46	39	**48,75**	10	12.50	2	2,50	80	100
3. I feel discouraged when my teacher corrects me.	3	3.75	13	16,46	17	**21,79**	1	1.28	46	**58,97**	80	100
4. I get nervous when my peers laugh at me when speaking in my oral class.	19	**24,05**	7	8,59	26	**32,91**	13	16,46	15	18,99	80	100
5. Whenever I have to answer a question, out loud, I get nervous and confused.	13	16,46	12	15,19	20	**25,32**	16	20,25	19	**24,05**	80	100
6. I feel afraid when my teacher corrects my	11	13,92	13	16,46	14	17,72	14	17,72	28	**35,44**	80	100

mistakes inappropriately.												
7. I often worry that I will say or do the wrong things.	20	**25,00**	12	15,00	26	**32,50**	9	11,25	13	16,25	80	100
8. I feel upset (disturbed) when the teacher points out to my mistakes.	11	13,75	10	12,50	20	**25,00**	13	16,25	26	**32,50**	80	100
9. I worry about my peers' negative judgments.	9	11,25	11	3,75	27	**33,75**	10	12,50	23	**28,75**	80	100
10. I have already experienced negative evaluation during my oral performance.	4	5,00	7	8,75	21	**26,25**	18	22,50	30	**37,50**	80	100

As shown above, table sixteen represents the factors that may alleviate fear of being negatively evaluated. This section aims to find out the reasons behind the participants' fear and worry towards negative evaluation. We notice in the first item, most of the answers are between always and frequently representing34.62%, 21.79% respectively. These findings show that many students view English as a challenge. It is apparent in the second item that most of the students view their language abilities as not being good since most of them answered by sometimes, always, frequently 48.75%, 20.25%, and 16.46 % respectively.

However, in the following item, we notice different frequencies ranging from never (58.97%), sometimes (21.79%) and frequently (16.46%). Here we can understand that the majority of students 58.97% never feel discouraged while their instructor corrects them. However many students 21.79% were sometimes bothered by their teacher's correction and 16.46% of them were frequently discouraged and were not willing to be corrected. In item four, 65.55% of the participants revealed worry and nervousness towards their peers laughter while performing in the classroom, 24.05% for always , 8.59% for frequently and 3.91% for sometimes, whereas, the other 35.45% of the participants (16.46% answered by rarely and 18,99% by never). Concerning item five, we observe different frequencies ranging from always (16.46%), sometimes (25.2%) and never (24.05%). Here, we can understand that many students fear of answering out loud to a question, whereas a considerable number (24.05%) of the participants feel confident to answer any question in their oral class.

The findings of item six confirm what we have said about item three. Most of the students (35.44% for never and17.72 % for rarely)who do not feel afraid of their instructor's harsh feedback while correcting their mistakes. Nevertheless, an interesting number 48.1% of participants worried about their teacher's inappropriate correction (13.92% for always, 16.46% for frequently and 17.72% for sometimes). More importantly, item seven demonstrates students'

tendency to say or to do something wrong because of their fear and nervousness as we have an important number of participants 32.50% answering by sometimes and 25% answering by always. These findings demonstrate that many students fear to make mistakes in the classroom. However, the preceding item shows that a number of participants do not worry when their instructor points out to their mistakes as we notice here 48.75% (32.50% for never and 16.25% for rarely) of the participant do not fear when their teacher points out to their errors, unfortunately, the other 51.25% of the participants (13.75% for always, 12.50% for frequently and 25.00% for sometimes) answered that they do worry when their teacher's point out to their mistakes. In item nine, 48.75% of the participants revealed worry and nervousness to their peers' negative judgments, 11.25% for always, 3.75% for frequently and 33.75% for sometimes. Concerning the last item, we observe different frequencies; 37.50% answered by never, whereas 26.25% answered by sometimes.

These findings suggest that not all the students have already experienced negative evaluation during their oral performance. Therefore, the findings of this table demonstrate that the majority of the participants experience a kind of fear and worry during their oral performance in the classroom.

I.2.4. Evaluation and Oral Performance

Table 18: Students' Fear of Evaluation and its Influence on their Oral Performance

Statements	Always		Frequently		Sometimes		Rarely		Never		Total	
	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)	N	F (%)
1. I feel afraid of my teacher's correction.	9	11,25	8	10,26	30	**37,97**	17	21,52	16	20,00	80	100
2. I cannot express myself freely in the classroom.	14	18,92	16	20,25	17	**22,97**	23	**31,08**	10	13,51	80	100
3. It frightens me to answer voluntarily in my speaking class.	10	12,50	26	**32,50**	20	25,00	13	16,25	11	13,75	80	100
4. I get confused when my teacher does not understand what I mean in English.	9	11,25	11	13,75	23	28,75	10	12,50	27	**33,75**	80	100
5. My teacher's feedback helps me to participate in my language class.	41	**51,25**	18	22,50	15	18,75	6	7,50	00	00	80	100
6. I get tense (stressed) when my peers comment my answer.	7	8,75	11	13,75	22	**27,50**	19	23,75	21	**26,25**	80	100

Table seventeen displays students' worry towards evaluation and its effect on their speaking skill. This section aims at showing the link between negative evaluation and students' oral performance. In item one, most of the students' 59.62% feel afraid of their teacher's correction. However, an interesting number 41.52% of the participants do not worry about their instructor's correction.Item two, shows high frequency on rarely marked by 31.08% of students and 13.51% of answers for never. This important frequency (44.59%) demonstrates that these students can express themselves easily in the classroom. Nevertheless, a considerable number 62.14% of participants cannot express themselves freely in the classroom. Concerning the third item, we notice different frequencies; 32050% of participants answered by frequently, 12.50% answered by always and 25% answered by sometimes. These findings suggest that the majority of students cannot answer voluntarily in their oral classes. Unlike item three, most of the participants (33.75% for never and 12.50% for rarely) reported in item four that they do not get confused when their teacher does not understand what they mean in English. Item five demonstrate a high frequency on always marked 51.25% of students and 22.50% of answers for frequently. This important frequency (73.75%) demonstrates that these students indicated that their teacher's feedback helps them to participate in their oral class. Findings of the last item revealed approximately the same results for 27.50% sometimes and 26.25 for never. It is clear that some of the students get tense (stressed) when their peers comment their answer and others who do not.

I.3. Analysis and Interpretation of the Interview

This section presents data arising from interviews conducted with twelve (12) participants. Interview provides privileged access to participant's life and experiences (Nunan, 1992; Richards, 2003) and offers access to individual perspective on how FLA manifests itself in the classroom. Therefore,for this study, the interview data is highly relevant to all of the research questions.

As mentioned earlier, the current study aimed to identify the factors contributing to thedevelopment and alleviation of language anxiety and FNE. To reach this aim as well as to support the questionnaire, a semi-structured interview conducted with twelve participants in order to gain deep insight into the students' viewpoints on FNE and its effect on their oral performance was developed. The analysis of the interview was based on grounded theory. The interviews were first read carefully and then coded the participants' responses into meaningful concepts. After that, the concepts were put into categories and then were given suitable headings.

To begin with, almost all the participants viewed English as a hard and difficult process. The reason was that: first, it is a foreign language. Second, because it is a long lasting process. In this, *Interviewee* (2) declared that " *of course learning English as a foreign language is a hard and difficult process, because we have to master all the language skills as grammar, vocabulary and pronunciation and this will take a lot of efforts and time*". Besides, students claimed that, it is difficult because of poor practice. In this, *Interviewee* (9) affirmed that "*for me, each year of study I find myself confronting new things and as it is a foreign language, we just learn it in the classroom, no practice outside*".

In discussions of anxiety in FLL, speaking is the skill that has been most emphasized. Regarding students' perceptions of their speaking abilities, nine (9) students indicated that they are average and need to improve it. This shows that language proficiency is not satisfactory therefore can lead to negative evaluation. While three (3) participants stated that their speaking abilities are good. Although, they should have a good level since they are in an advanced level.

For instance, participants' answers are organized according to the following themes and topics:

I.3.1. Sources contributing to Students' Fear of Speaking in the Oral Course

> **Personal factors (learners' characteristics)**

Most of the interviewed students attributed their language learning anxiety mostly to personal factors. The most frequently cited anxiety-generating factors which are related to learner's characteristics included: shy personality, low self-esteem, and negative social comparison with peers.

❖ **Shy personality.** The majority (8) of students agreed that shyness was a major determinant in the development of their fear of negative evaluations. Thus, they might feel uncomfortable about communicating with others (teacher or peers) or exposing their weaknesses. To illustrate, *Interviewee* (5) stated "*I always feel shy during my oral class*". Another *Interviewee (1)* argued that "*I feel stressed and shy when speaking in front of my teacher and classmates*". Besides, *Interviewee (3)* argued that "*I cannot express myself easily because I'm shy*". As stated by these students, shyness tends to hinder them to speak in the classroom. Thus, it has an effect on their oral performance as well as their language development. Hence, it is important to note that affective factors play a crucial role on learners' development, particularly their speaking skill.

It is also important to note that affective variables do not operate independently of one another, and the complex relationships among them call for further inquiry (Gardner, Tremblay

& Masgoret, 1997, cited in Zheng, 2008, p.3). In other words, shy personality may not be the only affective factor related to the multidimensional psychological construct ofanxiety. There are possibly other affective factors also closely associated with this phenomenon (e.g. self-esteem, motivation, etc.)

❖ **Negative social comparisons with peers and low self-esteem.** Young (1991) considered self-perception as a strong source for language anxiety. Students who start out with a self-perceived low ability level in the target language are the most likely to be anxious in the classroom because they may have low self-esteem, perceive themselves as less worthy than others, perceive their communication as less effective than that of their peers, and expect continued failure no matter what feedback they actually receive. Similarly, to what has been reported in item seven "*I keep thinking that the other students are better at languages than I am »*and item twenty three of the scale "*I always feel that the other students speak the foreign language better than I do »*, a considerable number of Students 45.2% believed they could not speak English as well as other students, and considered their English proficiency was lower than that of others.Negative social comparisons with peers and low self-esteem stood out as two factors closely related to anxious feelings in the interviewed students.

❖ **Lack of self-confidence.** Self-confidence is an important learner variable which is conceptually related to FLA. Beginning with the nature of anxiety experienced by the participants, the emergence of low self-confidence as the strongest factor that influences their oral performance. Moreover, participants' showed that they lack confidence in their English and fear of losing face made some of them anxious even when they were prepared. For instance, a student commented, "*I think I'm nervous when speaking English in front of others for the limited vocabulary that I have. So I can't express my real meaning exactly. I am always nervous whether I have prepared or not when speaking English*". A few students were extremely anxious in the class and used words such as "horrible", "*frightening*", and "*awful*" to describe their feelings, similar to students in Price's (1991) and Phillips (1992) studies.

➢ **Language proficiency and classroom context**

❖ **Error correction and classroom interaction.** Several studiesclaimed that error correction is an anxiety provoking factor which can be produced either by the teacher or the classmates. Moreover, it is stated that the teacher's way of correction might be an important anxiety-generating factor. The participants showed concern over the way errors were corrected in

the classroom. Overall, the interviewed students provided negative and harsh feedback while participating in the classroom. In this, Interviewee *(6)*stated that "both *teachers and peers criticize me when I make mistakes, and this embarrasses me. Thus, I decide to not participate again and I usually isolate myself from others (teacher and peers), I mean I stay at the back so as to avoid the eye contact with either mates or teacher"*. However, few of them reported that they receive an encouraging feedback According to *Interviewee (1)*, « *I think that being corrected by the teacher is beneficial for me because I learn through my errors* ».That is, students were sensitive to teachers' attitudes after they gave the answers or performed an activity in class; if teachers were harsh and showed little sympathy or encouragement, students might feel they created a negative image in their teachers' eyes and became intimidated.

❖ **Low language proficiency.** Regarding low language proficiency, students expressed concern about their lack of vocabulary, poor pronunciation, and low-level language skills, and claimed that such difficulties prevented them from performing well in class, which made them feel anxious. To illustrate this, *Interviewee (7)* declared that "when *I speak in my oral class, I always encounter difficulties as vocabulary and pronunciation, and sometimes I even lose words»*. Another big obstacle was the lack of vocabulary, which made the students fear negative evaluation when speaking English in class. As one participant stated "I *frequently do not find the right words to express what I intend to say»*. Here, we notice that vocabulary made the students increasingly nervous.Other common explanations provided by the interviewed students include: lack of practice, difficulty in listening to native speakers' accents, disrespect to grammatical rules, etc.

I.3.2. Students' Suggested Strategies to Cope with FNE and to develop their Speaking Abilities

The last question in both the interview and the questionnaire dealt with the students' coping strategies they may adopt to reduce their fear towards negative evaluation.For instance, when citing the learners' answers and in order to be anonymous we will use students and letters to refer to them.

The strategies used by the students were outlined in four different categories.

➤ Preparation
➤ Self-confidence
➤ Lot of practice
➤ Develop their language proficiency

Most of the participants' indicated that they would become lessnervous when speaking English if the teacher could prepare interesting topics, create arelaxing classroom environment, encourage them to speak, and give them more chancesto practice speaking. All the participants commented that they should have morepractice, be more prepared, and not fear making mistakes in order to become confidentwhen speaking English. In this,

Student (N): "*In order to overcome anxiety, one should get rid of his fear ofmaking mistakes first. Everyone makes mistakes. If you say something wrong, don'tfeel ashamed, just correct it and go on speaking*".

Student (D): "*I think that the teacher should help his students using intelligent ways to help them succeed and to get rid of their fear of being negatively evaluated as well as to improve their capacities*".

Student (F): "*In my opinion, the teacher should give his feedback kindly and judgeus in a positive way, because when he iscorrecting us in a harsh way, for example when embarrassing us. The students then may hate the teacher, the language as well as the module. So, he should take care of others' feelings, at the end we are all humans and we always commit mistakes*".

Another point revealed from the students' answers is that the students should prepare themselves before undertaking any task. Here **student (L)** affirmed that "*For me, preparing myself before doing any task is the best method to succeed*".

Inaddition, the majority of students stated that it is important to build self-confidence. Believing in one's own capacities may overcome fear and get rid of anxiety. Here the students' revealed:

Student (R): "*I don't feel ashamed when I make mistakes but I try to not repeat them again. The strategy that I may suggest to cope with FNE is having self-confidence and it is not a shame if we do mistakes because we are here to learn and to be corrected*".

Student (M): "*I suggest being confident in ourselves whenever others evaluate or criticize us*".

Student (S): "*Personally, having self-confidence is an important way to cope with anxiety*".

Moreover, in order to be more self-confident, students' should develop their language proficiency and practice the target language. In this,

Student(I): "*The important thing EFL students should keep in mind is that learning any foreign language is not an easy task, and making mistakes is a part of learning. So, we should work hard to improve our level as well as our language proficiency*".

Student (L): "*I should develop my language skills and participate in the classroom*".

Hence, in order to be confident, one should master the target language and work hard to improve their abilities. Thus, theses will make themovercome anxiety and become more confident while performing.

II.   Discussion

The results of the study are discussed according to the findings related to each of the four research questions.

- ➢ Fear of Negative Evaluation (FNE) among third year LSD students'.
- ➢ FNE and its effect on third year LSD students' oral performance.
- ➢ Sources that contribute to students' fear of speaking in the oral course.
- ➢ Students' coping strategies to reduce their FNE and to improve their oral performance.

Through the analysis of the data obtained from the FLCAS, the questionnaire as well as the semi-structured interview, we have reached interesting findings related to our research topic. Firstly, the present study has investigated the existence and the level of FLA in general and the FNE construct in particular among third year LSD students, University of Bejaia. FNE, as revealed by the analysis of the FLCAS and the questionnaire, is shown to be existent among our participants.

By using the FLCAS, we have figured out that FLA really exists among the subjects of this research. The results show that FNE, test anxiety, communication apprehension have been three main constructs of students' anxiety. FNE revealed to be a strong obstacle and considered as one of the sources of anxiety. Self-confidence is vital in FL learning especially while speaking in the target language. As reported in table two, the participants lack of self-confidence when speaking the foreign language. That is, 52% of the students agreed with the first item (I never feel quite sure of myself when I am speaking in English). Regarding students worry about making mistakes, 52% of them worried about making mistakes in their oral classroom. Similar to what Idri (2011) and Chabane (2010) suggested, table seven (p.64) shows that most of the students reported that being unable to understand what the teacher was saying or correcting in English could contribute to anxiety. Concerning participants' language proficiency, the findings reported

in table nine (p.84) demonstrate that many students (45.2%) showed that they compare themselves with their peers language proficiency. In addition, table eleven (p.49) reported students' answers regarding their fear of others laughter while speaking in the target language. In comparison with Idri (2011) and Chabane (2010) results, their participants' showed much more confidence.

Concerning students' experiences of being negatively evaluated at University, as an illustration of what participants reported in table fifteen (p.51), we have noticed that the majority of them did not answer to this question. Nevertheless, 10% indicated that they have experienced negative evaluation either buy peers or by the teacher.

Therefore, research on FLA has consistently suggested that speaking tends to be the most anxiety producing experience for many learners (Young, 1990). Regarding students' perceptions towards speaking in the classroom, we can notice from table sixteen (p.52) that the majority of participants answered by "sometimes". As revealed in item two (I think that speaking English fluently is a difficult task), findings showed that many students perceive speaking English fluently as a difficult task. Besides, we reported that (21.5%) of the participants fear to respond to the teacher's questions and showed that sometimes they hesitate to answer. That is, the fear of speaking in oral expression situations with peers and particularly with teachers makes a challenge for the learners' perceived competence and abilities.

Regarding the impact of FNE on students' oral performance in class, the majority of participants believed that FNE detrimentally affected their performance in oral English, which was further supported by the negative relationship between the students' FLCAS and the questionnaire percentages. Yet, most of the students thought that the more confident students would gradually speak better English, the more they will overcome their FNE.

Moreover, several studies (Aida, 1994; Chang, 1996) have examined the effects of FLA on the oral performance in the classroom. They have shown that FLA is negatively related to foreign language. Moreover, in another study, Young (1990) investigated the students' perspective on anxiety and speaking. Furthermore, in light of the negative effects of FLA on language learning, some researchers and educators in the field of FL acquisition have begun to investigate the potential sources of FLA in an attempt to alleviate students' affective barriers and facilitate their language leaning achievement (Daly, 1991; Young, 1991). Identifying the sources may suggest the ways that teachers can reduce their students' anxiety in learning a foreign language, hence create a more relaxing, enjoyable and effective language learning environment

for the students. Similarly, this study attempted to look out for the sources contribute to students' fear of speaking in the oral course. For instance, a range of factors was revealed to contribute to anxiety such as low language proficiency, lack of practice, personality, fear of making mistakes and being laughed at, competition, and lack of confidence, low self-esteem may have also contributed to FNE.

In short, it is commonly agreed among students that how the instructor responds to the learner's performance plays an important role in the development or alleviation of learners' fear of being called in the classroom. Thus, the students hoped their teachers would take measures to help them become more confident such as creating a friendly classroom atmosphere and providing interesting topics and practice time for speaking English. Moreover, they loved to be encouraged and praised by their teachers after they raise their opinions. Positive reinforcements like praise, encouragement, would lower their fear of being negatively evaluated.

Finally, the results of this study indicate that FNE is a serious issue which affects our participants and is not yet being addressed by many EFL teachers and learners.

Section Three: Limitations, Implications and Suggestions for Future Research

In light of the obtained results, a number of implications and recommendations come to the surface. For instance, this section provides teachers and students with some implications. Then, we clarify the limitations of the present study and conclude with suggestions for future research.

I.   Limitations of the Study

The present study bore some deficiencies, therefore, it is important to consider them when finally evaluate the research findings. The sample size was not large enough to represent the whole population due to the limited time and because of the long lasting strike.

To begin with, the results of this study have been applicable only to the sample of population in this study; it cannot be generalized to all the EFL learners at the University at all levels. Second, participants' responses obtained from the FLCAS, the questionnaire and the semi-structured interview may not reflect accurate and real psychological status in EFL learning. Due to some reasons, the participants may be afraid to express themselves honestly or desire to report that they have had lower oral engagement or achievements because of the anxiety factor…etc.

Finally, despite the fact that FNE has a negative effect on students' oral performance; we cannot attribute all the negative behaviours and fears of students to the construct of FL anxiety only since there are other affective variables affecting FL learning which are also important. For instance, personality, self-perceptions, beliefs, attitudes, and intelligence; they should also be considered as important variables in acquiring foreign languages.

II.   Implications of the Study

The results of this study point to several practical ways instructors and schools can help students cope with their fear of being negatively evaluated. First of all, there is a need to make the students, instructors and administrators aware of the fact that FNE is a problem that may affect the students' performance negatively. Although some instructors are aware of the fact that some students are suffering from the debilitative effects of anxiety, they do not think it is essential to deal with the problem in depth. However, they can reduce the level of anxiety by showing an understanding for the anxious students and assuring them that making mistakes is a natural part of language learning. It can also be useful to give the topic of the lesson beforehand so that the students who want to prepare for the subject can study before the lesson. The personality differences should always be taken into consideration in the arrangement of classroom activities. The activities should be organized carefully to encourage peer support

instead of competition since a competitive atmosphere might increase anxiety. Moreover, as a productive skill, speaking is considered at the heart of what it means to be able to use a foreign language. For this, it is of a crucial importance for learners to develop and practice so as to share their thoughts and convey their intended meaning and messages. Thus, teachers should choose the appropriate methods and techniques that may foster and increase learners speaking abilities. We presented then a set of practical activities that may foster and improve students' speaking abilities.

II.1. Activities to promote speaking

Many researchers, scholars and teachers proposed and designed many activities to enhance and foster students' communication in the classroom, so as to practice effectively their speaking skill. Ur (2000) argued that classroom activities which develop learners' ability to express themselves freely seem an important component of language course.

Among these activities are the following:

❖ **Simulation and role play.** These activities are vital in developing communication in the classroom. According to Harmer (2001) simulation and role play can be used to encourage general oral fluency or to train students for specific situations. Therefore, it represents a shift of emphasis to more realistic conversation and communication. Simulation and role play encourage interaction among the learners as they relate to each other through their new identities and roles where their anxiety is reduced, their motivation is increased, and their language acquisition enhanced.

❖ **Discussions.** These activities are planned to provide an open environment for learners' views about some issues to learn from others in order to exchange ideas on certain areas of topical interest. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive others opinions, they can speak freely without being told what to say or not by the teacher, the students should be only informed what to talk about and given the enough time to structure what they wish to say (as cited in Kouicem, 2010: 41). Harmer (2001) agreed that: "*Many students feel extremely exposed in discussion situations*". To explain, the majority of students prefer discussion activities because they have a chance to think and express themselves freely without being asked by the teacher, thus their stress level is reduced and their performance is increased.

❖ **Problem solving.** Another way of getting students involved in the classroom is problem solving. At this level, learners are required to interpret a task and develop it through oral expression and negotiation. Moreover, it can be either individually or in groups. Problem solving is an important technique for developing oral proficiency because:

1. Students will find themselves in a straight contact with the language as they are motivated by producing this type of tasks.
2. Self-expressionis improved through projects in which each student attempt to find solutions to problems during and after the presentation.
3. Through this technique, students can communicate orally and interact with the other group members for the sake of exchanging information on the subject.
4. Oral presentations give opportunity for the others to ask questions, observe, as well as make comments. This leads to deep oral communication.

Finally, we can conclude that this technique is important because it requires students to solve real problem situations in a controlled and persuaded way.

❖ **Communication games.** Teachers should design such games to motivate and encourage students as well as to involve them in a verbal interaction. According to Harmer (2001) such activities include "describe and draw" in which one student describes a given picture and the other one draw it. Second, "describe and arrange", one student describe a particular structure using oral language and the other reconstruct it without seeing the original one. Third, find differences or similarities between pictures, in which two students have two similar pictures but with some differences, they must extract these differences through describing their pictures; without seeing each other's pictures. Moreover, bringing these games to the classroom will possibly attract students' attention, raise their desire to speak, thus make the learning process more enjoyable.

❖ **Prepared talks.** In such activities, students can make presentations on a topic of their own choice. According to Harmer (2001), prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners.

To sum up, all the activities presented above are useful to develop the speaking skill; teachers can integrate them in their classes so enhance and foster students 'oral communication abilities.
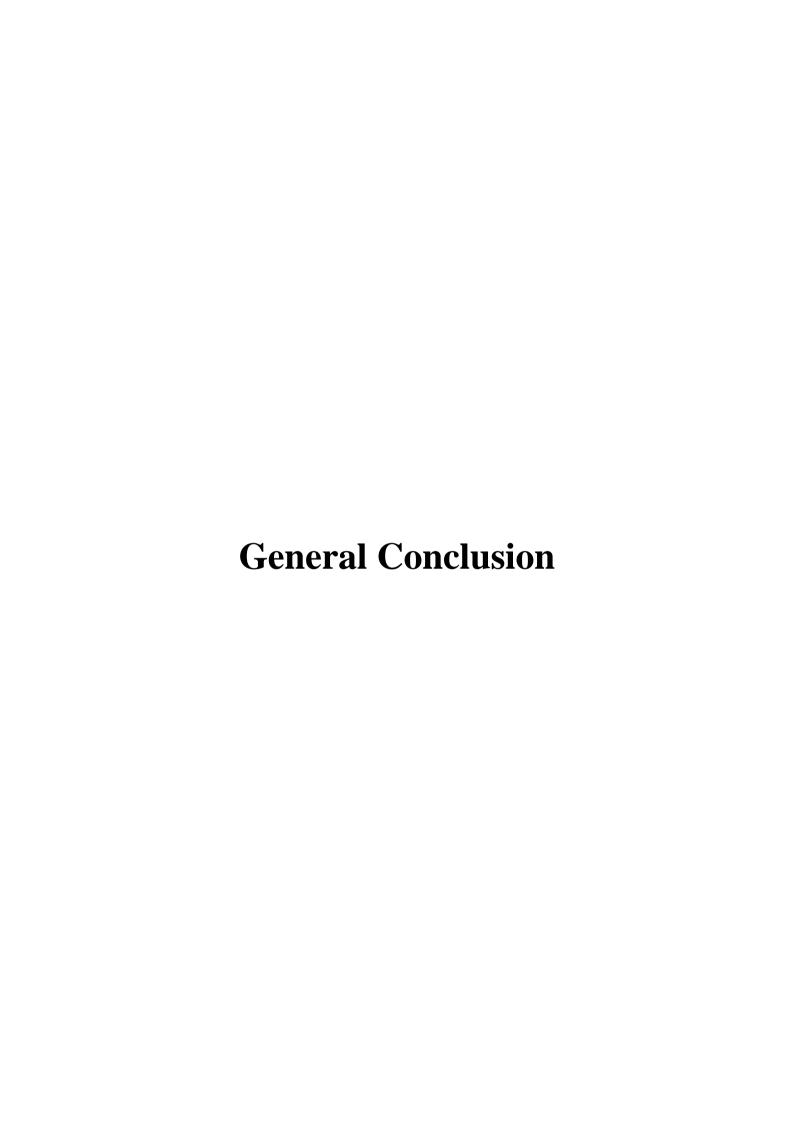
III.   Suggestions for Future Research

First, to investigate learners' affective variables related to FL learning, further research should involve more EFL learners at different levels, first, second, or masters LMD students. For instance, this study can tackle more than one affective variable such as motivation, self-esteem, age, sex, attitudes, etc. In addition, FL anxiety is a theme that can be investigated from various points of view (listening anxiety; gender differences; learning styles; motivation) in terms of the foreign language learning process. A large number of studies have been done on the relationship between language anxiety and foreign language learner proficiency. However, there are only few studies investigated foreign language teachers' experiences of language anxiety. Furthermore, nonnative foreign language teachers also feel anxious in their classes in presenting target language materials, interacting with students, being afraid of answering their students' questions wrongly. Therefore, the relationship of the teachers' anxiety and foreign language instruction should be investigated.

Finally, we suggest more research to reveal the relationship between FNE and test/ communication anxiety.

In this section, we have identified the limitations of the present investigation, for they may influence our results. Second, we have come with important implications for both students and teachers in order to take into consideration our results and apply them in EFL classrooms. Finally, we have provided researchers with some suggestions that may shed light on our research and contribute to a better understanding of our variables.

Conclusion

In this chapter, we have discussed the results of the current study and concluded that FNE is a strong obstacle that affects students' oral performance. We have also suggested some solutions to cope with students' FNE problem as well as to foster students' oral performance; then, we have concluded with suggestions for future research.

General Conclusion

General Conclusion

Through this study, we have tried to investigate how Fear of Negative Evaluation (FNE) could influence learners' oral performance during oral sessions, taking the case of third year LSD students at the Department of English, University of Bejaia. It starts from the hypothesis thatthe more third year LSD students' of English experience FNE, the lower performance is.

The aim behind conducting this research work was to investigate the effect of fear of negative evaluation on EFL learners' oral performance. More specifically, this study aims at diagnosing learners' fears when they are negatively evaluated especially during their oral sessions and then, how this decreases their oral performance. Moreover, this study is looking to figure out the causes and the sources of learners' fear of negative evaluation in the oral course. Finally, we also aim to find out techniques and strategies for both teachers and learners that reduce fear of negative evaluation and improve EFL learners' oral performance.

Therefore, the present study was divided into two chapters. After a general introduction, the first chapter was devoted on the presentation of the theoretical background of our work, and consisted of three main sections. The second chapter, which was practical, was also divided into three sections, and dealt with the research design, results of the study, as well as the implications, limitations, and suggestions we could derive from our investigation.

Our research work was based on a hybrid methodology of both quantitative and qualitative methods of data collection. The former has been based on the adaptation of the FLCAS and a questionnaire, the latter has consisted of a semi-structured interview.

Through the analysis of the data obtained from the FLCAS, the questionnaire as well as the semi-structured interview, we have reached interesting findings related to our research topic. Firstly, FNE, as revealed by the analysis of the FLCAS, the questionnaire and the semi-structured interview are shown to have a negative effect on participants' oral performance.This provides an answer to our first research question:

Fear of negative evaluation have; indeed, negative effect on learners' oral performance.

Likewise, the semi-structured interview results helped us to get an in-depth understanding of how FNE has an effect on our participants' oral performance as well as it helped us to find out the sources that contribute to students' fear of speaking in the oral course.

Moreover, findings have generally shown that FNE affected participants' oral performance in several ways. For example when being in front of others; they were concerned about "forgetting
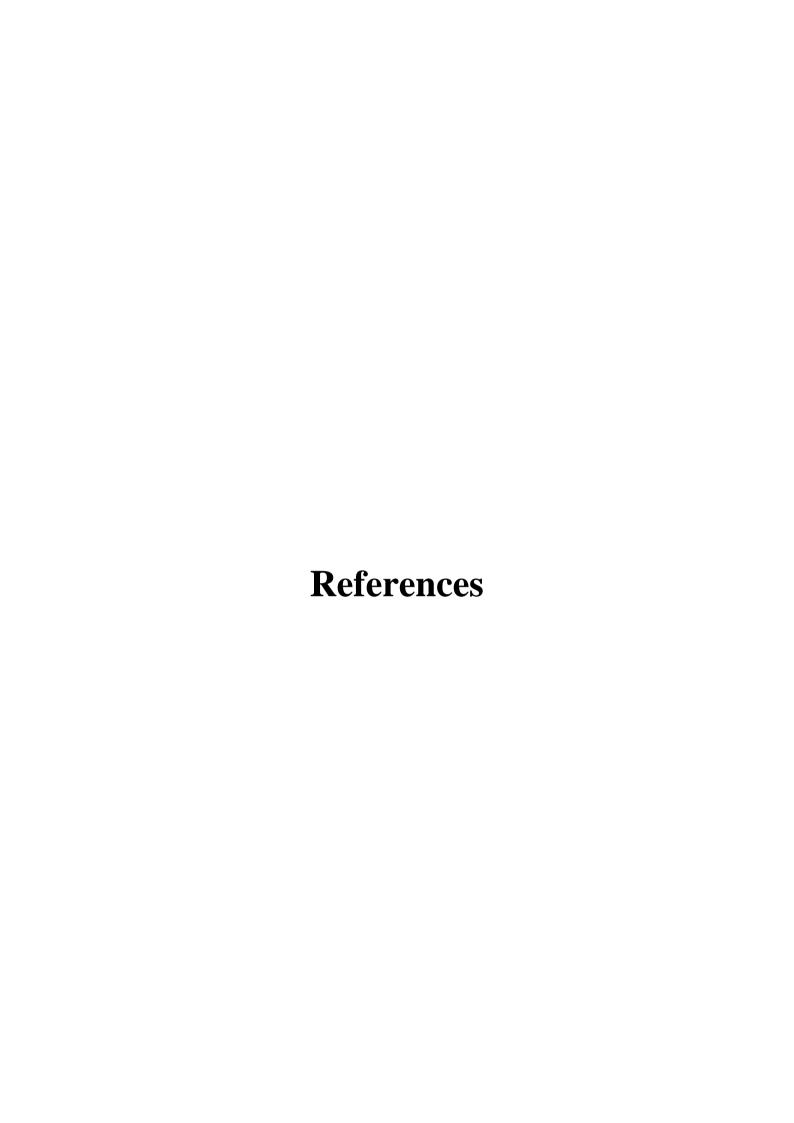
things" due to the fear of speaking in front of an audience, and not being able to convey a clear message. Likewise FNE seemed to determine the level of participants' self-confidence in two specific aspects, the teacher's attitude toward participants' speaking mistakes and the teacher's manner of correcting their mistakes, in other words the feelings of being judged.

Thus, we can say that the results obtained from the scale, the questionnaire and the semi-structured interview are in the direction of our hypothesis, which can possibly be confirmed. Hence, we can say that:

Fear of negative evaluation has a negative effect on third year LSD students' oral performance.

For instance, FNE is an important affective variable which must not be overlooked and should be investigated since it may interfere negatively with the learning process at different levels affecting the learners' performance and achievements. It is important to detect its presence among our students not just by mere intuition and diagnose the main actual sources of this phenomenon as a construct, particularly when it is related to oral performance.

Finally, more research to reveal the relationship between FNE and learners' oral performance is required to affirm the findings of this study. Besides, the findings of this work are interesting; however, more research on this topic is to be conducted by using other research tools, such as classroomobservations.

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Appendices

Foreign Language Classroom Anxiety Scale

Dear students,

     The following scale is part of a research we are carrying out on the effect of fear of negative evaluation on EFL learners' oral performance. We would be grateful to you if you devote some of your time to show us your opinions. This will lead us to better understand your feelings and attitudes as foreign language learners towards your language learning. We therefore thank you for your cooperation and understanding.

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.

Statements	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.

الجمهورية الجزائرية الديمقراطية الشعبية
People's Democratic Republic of Algeria

Ministry of **H**igher **E**ducation
   and **S**cientific **R**esearch
University **A**bderrahmane **M**ira
   Bejaia
Faculty of **A**rts and **L**anguages
   Department **of E**nglish
   3rd **year LSD Students**

جامعة بجاية
Tasdawit n'Bgayet
Université de Béjaïa

وزارة التعليم العالي
و البحث العلمي
جامعة عبد الرحمان ميرة
بجاية
كلية الفنون و اللغات
قسم اللغة الإنجليزية

Questionnaire

Dear Participants,

   This questionnaire is designed to gather data needed for a scientific research aiming at investigating the impacts of fear of negative evaluation on students' oral performance. We would appreciate your collaboration in filling in this questionnaire.

Background Information:

- Gendre :   - Male   ☐

                   - Female   ☐

- Age: …..

- What do you think of English?

- I think English is a very difficult language

     - Strongly agree   ☐
     - Agree   ☐
     - Neither agree nor disagree ☐
     - Disagree   ☐
     - Strongly disagree   ☐

- Tell about your experience of being negatively evaluated (judged) at classes.
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Section One: Students' views about oral performance (difficulties)

Please, put a tick in front of the statements below.

Statements	Always	Frequently	Sometimes	Rarely	Never
1. I feel at ease (comfortable) to participate in my language class.					
2. I think that speaking English fluently is a difficult task.					
3. I feel shy to participate in the classroom					
4. I hesitate to speak when the teacher asks a question.					
5. While speaking English, I lose my words.					
6. I escape my courses of oral sessions					
7. I cannot speak in my language class if I am not well prepared.					
8. I feel confident when I speak in English.					

Section Two: Fear of Negative Evaluation (Sources and Causes)

Statements	Always	Frequently	Sometimes	Rarely	Never
1. I think that learning English as a foreign language is a challenge.					
2. My language proficiency is not good.					
3. I feel discouraged when my teacher corrects me.					
4. I get nervous when my peers laugh at me when speaking in my oral class.					
5. Whenever I have to answer a question, out loud, I get nervous and confused.					
6. I feel afraid when my teacher corrects my mistakes inappropriately.					
7. I often worry that I will say or do the wrong things.					
8. I feel upset (disturbed) when the teacher points out to my mistakes.					
9. I worry about my peers' negative judgments.					
10. I have already experienced negative evaluation during my oral performance.					

Section Three: Evaluation and Oral Performance

Statements	Always	Frequently	Sometimes	Rarely	Never
1. I feel afraid of my teacher's correction.					
2. I cannot express myself freely in the classroom.					
3. It frightens me to answer voluntarily in my speaking class.					
4. I get confused when my teacher does not understand what I mean in English.					
5. My teacher's feedback helps me to participate in my language class.					
6. I get tense (stressed) when my peers comment my answer.					

Section Four: Suggestions

What are your strategies that you may suggest to cope with fear of being negatively evaluated?

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الجمهورية الجزائرية الديمقراطية الشعبية

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Department **of** **E**nglish
3rd **year SLD Students**

وزارة التعليم العالي
و البحث العلمي
جامعة عبد الرحمان ميرة
بجاية
كلية الفنون و اللغات
قسم اللغة الإنجليزية

Tasdawit n'Bgayet
Université de Béjaïa

Students' Interview

1. **D**o you think that learning English as a foreign language is a hard and difficult process? if yes, How ? …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………….. ..

2. **H**ow do you perceive / think of your speaking abilities? …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………

3. **W**hat are the difficulties that you may encounter while speaking English during your oral sessions? …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………

4. **W**hile participating in the classroom, how do others' (your teacher and peers) negative judgments' hinder you to participate once more? …………………………………………………………….………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… ……..

5. **W**hat do you think of your teacher's way of error correction? …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………

6. **A**ccording to you, what are the reasons behind your fears of speaking in the classroom?

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7. **W**hat is your opinion concerning negative evaluation in your oral session?

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8. **W**hat should EFL students do to cope with their fear of being negatively evaluated?

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