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**MOHAMED EL-BACHIR EL-IBRAHIMI UNIVERSITY
BORDJ BOU-ARRERIDJ**

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**Investigating the impacts of oral communication anxiety
among EFL learners**

**Case study: first year English learners at Mohamed el
Bachir El Ibrahimi University**

Submitted by:

Benaries Riham

Laieb Boutheyra

Chelbab Chaima

Supervised by:

Dr. Benraghda Abdelmadjid

Publicly presented before the jury composed of:

Dr BENRAGHDA Abdelmadjid

Mr SAHED Bachir

Mr BENHAMIMID Abdelnour

Supervisor

Chair person

Examiner

Academic Year: 2021/2022

Declaration:

We hereby solemnly declare that the work we are going to present in this thesis "Investigating the Impacts of Oral Communication Anxiety among EFL learners, Case study of First Year English Learners at Mohammed El Bachir El Ibrahimi University" is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is carried out and completed at Mohammed El Bachir El Ibrahimi University BordjBouArreridg, Algeria.

Date: June 10

Benaries Riham

Laieb Boutheyna

Chelbab Chaima

Dedication

In the name of Allah, Most merciful, Most compassionate

We dedicate this work to

*Our beloved families for their unconditional support,
encouragement and love.*

*To our respected supervisor Dr. BENRAGHDA ABDELMADJID
for his help, constant encouragement and guidance.*

*Without forgetting our dear friends and amazing people who stood
by our side in hard moments*

*Special thanks to the deceased professor Dr. Hannachi Rachid for
being the best model of future teachers*

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Abstract:

Acquiring the skill of communicating orally in the target language is a priority that should be taken into consideration. Most learners face obstacles that prevent them from achieving the desired objectives. Therefore, reaching a high level of fluency is not always accomplished. One of the impediments is anxiety, which serves as a hindrance to EFL learners that prevents them from being fluent communicators. As a consequence, this obstacle inhibits learners from sharing their ideas, opinions and potentials when communicating and interacting with others. Accordingly, the current study tries to investigate deeply what makes learners anxiety appears in speaking the target language, and how it affects their oral communication performance. This research includes possible reasons as well as some recommendations and solutions in order to avoid this issue. For data collection, a mixed method research was employed; a primary data (a questionnaire) and secondary data (an interview). The volunteers who participated were 169 learners as a sample to answer the question (136 females and 33 males), and a random 12 participants were interviewed (7 females and 5 males). The data collection procedure was designated for first year English language learners of Mohammad El Bachir Ibrahimi University of Bordj Bou Arreridj.

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List of Abbreviation:

EFL: English as a Foreign Language

FL: Foreign Language

SPSS: Statistical Package for the Social Sciences

OCA: Oral Communication Anxiety

SL: Second Language

L1: First Language

L2: Target Language

LMD: License, Master, Doctorate

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Chapter One

Introduction

1.1 Introduction:

Learning the English language nowadays is essential since it has become an international communication language in many domains starting with business, education, politics, negotiation, tourism, and science research (Şenel, 2012). Thus, governments attempt to provide books to consolidate the learning process of English, in order to help learners develop their skills. Learning the four skills, grammar rules, as well as the language structure are not sufficient to master the English language, but communication should be involved for successful interaction and communicative competence (Şenel, 2012). To communicate means to transfer emotions, thoughts and ideas to others even though they are from different countries and have different cultures. Communication is considered as one of the most important skills that should be taken into account (Fatimayin, 2018). In fact, being able to communicate orally and effectively inside classroom is a big accomplishment for learners since it enables them to share what they want to express. It is more challenging than the written language where learners are mostly competent enough and good at expressing their ideas without stress (Clark & Bernnan, 1991). But, in order to master this skill it may take time and efforts as well to ensure that the learner is able to impart and receive information successfully. It is obvious that obstacles appear while learning something new and block the student's way of progress and oral communication inside classroom is not an exception (Suleimenova, 2013). Among the different obstacles that learners face, anxiety takes its place as a common phenomenon where most learners suffer from.

Everyone has a feeling of anxiety at a certain point in their lives, and some of them find it difficult to control their anxiety. Thus, this dilemma happens with many learners and mostly seen in speaking class (Çagataya, 2015). Whenever learners try to have a conversation such as in oral classes using the target language they experience a certain level of anxiety. This problem has a negative impact on the learners' performance. It shakes their confidence though they are expected to be confident in oral communication. Consequently, this will limit the learner's achievement. Since English is a foreign language in Algeria the only place to practice it is in classrooms especially EFL learners, where they are expected to be able to use and speak the target language in oral classes. Unfortunately, it is difficult task for many of them since they are not native speakers and were not exposed to this language form kindergarten; learners encountered the English language in middle school with no intensive classes to enhance their learning and communication skills.

Language anxiety has a wide range of negative effects on foreign language learners such as difficulties in expressing themselves. The interference of anxiety in learners' oral performance obstructs their ability to manage conversation with an individual or group of individuals in the target language. This latter is stressful for many learners' communication in a foreign language; it is an anxiety-producing experience to them. In this study learners are expected to have an effective and understandable oral communication using the target language they are learning. Moreover, it is a result of various factors including psychological ones: making mistakes, lack of confidence (Khan, 2015), fear of using the target language thinking they are not at the required efficiency level (Çagataya, 2015). In addition, shyness is sometimes a concern among learners in a big group or amphitheaters (Del Villar, 2010). Progress will not be achieved without effectively communicating with others; all human interactions are form of communication occurs in social contexts and other situations to express the desired idea (Azizifar & Fariadian, 2015). To be good speaker learners need to have enough knowledge about the target language for a good interaction and understandable communication (Şenel, 2012). One of the purposes of learning the target language is to develop learners' communication abilities, in order to be able to speak English fluently and effectively. Numerous studies have been conducted to investigate the oral communication anxiety that learners experienced and suffer from. Hence, researchers and teachers are still trying to find new methods to reduce this problem in EFL classrooms (Cagataya, 2015)

1.2 The Research Problem:

“My mind becomes empty when the teacher points at me”, “The English oral class is terrifying”, “Tiring and stressful”, “I cannot deal with the nervousness when I’m at English class”, learners often state these complaints during and/or attending English oral communication classes. This type of class requires learners' participation during the session, expressing perspectives, and points of view...etc, and exploring the target language to be familiar with as well as will be easy to utilize in daily activities, applying for a job abroad or communicating with native speakers. Although the latter has countless advantages the EFL learners declare that the oral communication class is challenging and urge them to avoid engaging in this class due to many reasons, however, anxiety takes over the largest share.

An individual experience anxiety is characterized by fear, stress, nervousness, and lack of concentration that prevent him/her from producing successful conversation. This problem is common in oral EFL communication classes. Though conversation, interaction, and

language use are essential aspects of the learning process but anxiety controls learners' oral performance. Therefore, communication apprehension will increase and decrease the enjoyment of the learning experience, and takes place without the teacher noticing.

The issue of oral communication anxiety or communication apprehension received a large attention due to its effect on EFL learners. Thus, researchers make an attempt to enhance the learners' learning of the FL and provide the opportunity to be fluent. The research would take place among EFL learners on the Algerian universities in order to identify the impacts of the oral communication apprehension, and to provide solutions for learners to minimize this problem.

1.3 Research objectives:

The EFL learning domain becomes one the most research topics in order to investigate the latter more. As part of this, the present study objectives are as follows:

- 1) To examine the problem of oral communication anxiety and detect the factors that cause oral communication apprehension in EFL classrooms.
- 2) To recognize how communication apprehension affects the learners' achievements (learning goals).
- 3) To provide solutions, recommendations, and methods to overcome and/or decrease learners' oral communication anxiety.

1.4 Research Questions:

Oral communication can be considered as another skill in EFL learning process, all the types of interactions are communication whether between learner-learner or learner-teacher. The foreign language learners recognize that the four skills (listening, reading, speaking, and writing) are essential aspects to be learnt in order to have the ability for mastering the target language successfully. A lot of learners claim that the difficult skill is speaking because it involves communication (exchanging information) (Imura, 2016). They get under pressure where they cannot achieve their learning objectives or teaching-learning goals due to the difficulty of oral communication, which can be seen as oral communication anxiety that prevent learners from increasing their learning abilities. Learners often avoid facing their anxiety, although they want to become better learners and have better learning experience. This problem causes several obstacles for EFL and/or SL learners, also has several impacts on

the learners' achievements as well as their communication. The research investigates this problem for better understanding of this latter.

The research questions are as follows:

- 1) What are the impacts of oral communication anxiety on learners in classroom?
- 2) How learners cope with oral communication anxiety in orders to have relaxed feeling in classroom and achieve their learning objectives?

1.5 Hypothesis:

Based on the research questions, this study hypothesizes:

- 1) EFL learners suffer from Oral Communication Anxiety to an extent, which affect them negatively. They will not be able to perform classroom tasks comfortably, because it leads to low grades, and bad learning experience.
- 2) There are strategies and techniques can help learners overcome their communication apprehension in classroom

1.6 Significance of the study:

The study is conducted to help learners detect reasons that cause them anxiety to overcome this issue and acquire a successful communication and interaction. Moreover, anxiety has different levels that effect the learners' learning process, which requires to be controlled to achieve satisfied learning performance during oral classes. Furthermore, EFL learners acknowledge this problem and attempt to encounter the feeling of anxiety by applying strategies to avert oral communication apprehension. The research tries to increase learners' awareness about their oral communication anxiety, and provide better understanding and assist future teachers in this matter.

1.7 Scope of the study:

Oral communication is one of the crucial sides in the educational path for learners. However, anxiety prevents learners from reaching the desired goal to perform a good English communication. This issue makes many learners suffer from using their English language fluently. Although they are learners of English and aware of their abilities, they are still anxious most of the time. Hence, this study is conducted to investigate why EFL learners become anxious, how the problem affects them during oral classes and how they

encourage themselves and overcome their communication anxiety. In addition, to provide more information and understand the issue in the Algerian institutions, and help teachers notice learners' anxiety as well as be part of making learners better communicators. The sample of this research was done with first year English learners from the English department of Mohamed El-Bachir El Ibrahimi university of Bordj Bou Arreridj, for sharing their experience.

1.8 Key words:

Communication: Ojomo (2004) stated that, "Communication is the process of sharing ideas, feeling, thoughts, and messages with others". In this study, communication refers to a process of sharing thoughts, ideas and feelings with other people verbally.

Oral communication: According to Griffin (2009), "Oral communication takes place in face - to - face conversations, group discussions, telephone calls and other circumstances in which spoken word is used to express meaning." Based on this research, it is process of transmitting information and ideas between a group or individuals and sending and receiving messages through the mouth in the form of face-to-face conversation. For example: Presentations, Group discussion, Pair work...etc.

Anxiety: Çagataya (2015) defined anxiety "As a type of shyness characterized by fear or apprehension about communication orally with people". According to this study, it is a feeling of stress, uneasiness, fear, and nervousness. An anxious person will experience having an increased heart rate, sweating hands, fast breathing, lack of concentration, and panic attacks, it is what learners feel when they are worried about things are going to happen such as, presentation affront of a big crowd.

EFL: Yoko (2011) defined that EFL refers to those who learn English in non-English speaking countries. (E.g. Japanese people who learn English in their country are EFL learners). In this research, it refers to English as a foreign language or learning and using English as an additional language in non-English speaking country it is a foreign language.

1.9 Summary:

This section tackles a general review about the topic. Oral communication anxiety experienced by EFL learners is illustrated in the research problem, followed by the main objectives, which aimed to discover the reasons and impacts of oral communication apprehension faced by first year English learners at Bordj Bou Arreridj University.

Additionally, this study discussed the research questions, hypotheses, significance and scope of the study and concluded by the definition of key words.

Chapter Two

Literature review

Chapter Two: literature review

1. Section One:

2.1.1 Introduction:

Foreign language learners are expected to be fluent when communicating, but mastering the foreign language does not occur in isolation. The learners have to be in contact with their classmates and teachers in order to practice the language and improve the four skills, in addition to oral communication skills. Akbar and Ebrahim (2015) stated that learner objectives will not be accomplished without communicating effectively. Furthermore, during the learning process learners are influenced by several factors that control their success in oral communication. Particularly, anxiety is considered as an issue that impedes the development of language learning for EFL learners. The objective of this chapter is to provide theoretical view about oral communication and its significance in EFL learning process. In Addition, it discussed the problem of oral communication anxiety and its effects on learners.

2.1.2 Definition of Oral Communication:

Communication is the core for connecting people and their ideas, thoughts as well as emotions to each other. Keyton (2011), defined communication as an act of transferring information from one person to another, it can be called also as a process of sending a message from a sender to a receiver. In order to send a message there are two types of communication: non-verbal communication and verbal communication; this latter is tackled in this study. In fact, using English language effectively is a difficult task, since it requires good knowledge, acceptable vocabulary storage, social skills, style, and tone, in addition to oral communication skills. According to Niraula (2012), oral communication is the expression of ideas and thoughts in face-to-face conversations between two or more people using spoken words. Additionally, Alyan (2013) stated that oral communication is the ability to carry out a conversation with either native or non-native speakers.

2.1.3 Components for effective oral communication:

The importance of oral communication has changed the learning objective from mastering the grammatical rules into improving the communicative competence (Yufrizal, 2017). Communicative competence was referred to "As language user's grammatical knowledge (syntax, phonology, morphology...etc) as well as social knowledge about how and when to use utterances appropriately" (Yufrizal, 2017). He determined four

components for effective oral communication: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

2.1.3.1 Grammatical Competence:

Moh (2018) defined grammatical competence as a type of competence, which includes the use of lexical items, syntax, morphology rules, pronunciation and semantics. In order to prepare learners to produce coherent sentences for effective communication the existence of grammar in communicative language learning is essential (Fikron2018). Therefore, to be able to interact in the target language learners must use their grammatical competence for understandable interaction. According to Praise and Meenakshi (2015), learners who did not have enough grammatical knowledge commit grammatical errors in which they cannot spot. Fikron, (2018) claimed that the teaching linguistic form, grammatical rules in specific takes a major part in language pedagogy. Relying on learning a language through communication and focusing only on meaning with no consideration to grammatical rules is not sufficient. In other words, grammar has a role in delivering ideas within the communication where learners can form a sentence based on appropriate rules.

2.1.3.2 Discourse Competence:

Previous concepts concentrated on the grammar rules of foreign language without giving attention to the context in which is used (cohesion and coherence) (Saighi & Chouki, 2017). What was needed is emphasizing on meaning and oral communication to produce effective conversation in classroom or social situations. According to Saighi and Chaouk i(2017), discourse competence is the ability to formulate coherent sentences and meaningful utterances. Moreover, (Chouki & Saighi, 2017), stated that discourse competence helps to recognize how language is not only about correct sentence. In other words, it implies that language is not a separated units but a whole complete unit.

2.1.3.3 Sociolinguistic Competence:

According to Ritchie (2011), this competence referred to the learner's information of the sociolinguistic rules of language and discourse. It is the ability of members in the society to adapt their conversation according to the context they are involved in (Ritchie, 2011). Therefore, sociolinguistic competence deals with how to start a discourse in a certain society. Moreover, a person who does not have sufficient knowledge about this

competence will find it difficult to interact with other people. Troike (2003) claimed that this competence includes social and cultural aspect that are fundamental in order to understand and send linguistic forms; learner must recognize what is beyond the utterance and the user of the target language to communicate by using appropriate words, attitudes and expressions towards a specific topic.

2.1.3.4 Strategic Competence:

Logically, having problems in oral communication expose EFL learners to commit mistakes and do not accomplish the learning objectives (Ismailova, 2021). Developing strategic competence will help learners have successful conversation. Ismailova (2021) claimed that strategic competence is when difficulties appear during oral communication and learners use series of verbal and/or non-verbal strategies to continue the conversation tasks. Dover (2009) believed that encountering problems during oral performance and being flexible at establishing other plans to effectively communicate is strategic competence. Therefore, it is learners' ability to create solutions, understand the utterances and being understood by classmates as well as teachers during the oral performance.

2.1.4 The Significance of Oral Communication:

Oral communication is essential mean to build interaction. According to Nasiruddin and Sahril (2018), teachers consider oral communication as the most important skill that learners should acquire. Moreover, vocabulary, a set of grammar rules or confidence are not sufficient to master English language, according to Ming-yuehshen (2019) besides linguistic competence, learners need the communicative competence that includes a range of conversational skills that help them to start a formal or informal conversation. Somsai and Intaraprasert (2011) argued that the major purpose of learning English is to acquire the ability to communicate and interact with others. In other words, learning English without improving the communicative skills could affect learners language acquisition negatively, since language needs to be practiced in order to be improved, after all practice makes perfect.

2. Section Two:

2.2.1 Definition of Anxiety

Anxiety is considered as one of the factors that influence learners' process in learning a foreign language (Baldauf, Kren & Trang, 2012). It is defined as a type of shyness and fear of communicating with others, where it is common to appear while speaking in either L1 or L2 (Khan, 2015). Ozturk and Gurbuz (2014) defined anxiety as a hostile feeling that categorized as a nervousness and apprehension. Anxiety was the focus of researchers since 1970. Liu and Huang (2011) described anxiety as a prevalent emotion of excessive uneasiness about something. In addition, Suleimenova (2013) argued with the previous researchers and considered anxiety as a state of tightness and mental fear of certain situation.

Anxiety takes its place as a hindrance experienced by learners during exchanging their ideas and expressing thoughts fluently. According to Said (2018), oral communication skills are influenced by language anxiety where learners are afraid to communicate and interact in situations such as public speaking and class presentation. This issue leads learners to make errors unconsciously. According to a research conducted by Oya (2004), declared that the participants who were more relaxed achieved better results in their oral performance, whereas those who were anxious committed errors in their spoken performance.

2.2.2 Symptoms of Anxiety:

There are certain symptoms that appear on learners who experience anxiety while communicating or interacting inside classroom with either teacher or classmates, which are classified as physiological, behavioral and psychological symptoms.

2.2.2.1 Physiological Symptoms:

Some symptoms were recognized on learners in the learning process. Researchers observed physiological reactions that identify the state of anxiety during presentations or any other test situations (Sanaei, 2016). Sanaei described these symptoms as a state experienced by learners in anxious conditions such as trembling, sweating, tenseness, freezing until they summon enough courage to make an interaction also having a state of sudden forgetfulness before the initiation of tests. Zeidner (1998, p10, cited in Omid & Sanaei, 2016) argued that physiological symptoms deals with emotions that have been provoked by evaluation tests. He also claimed that emotionality cause learners to blush and palpitations. Furthermore, in

other studies conducted by Jannati and Estaji (2015) physical symptoms such as twisting hair were spotted among participants.

2.2.2.2 Behavioral Symptoms:

Besides physical symptoms, there are also behavioral symptoms that should be mentioned. Common behavior that learners who have high level of anxiety tend to make is avoidance, which means avoiding every situation that requires communication or speaking. Zourou (2012) stated that learners avoid interaction because they feel afraid of negative judgment colleagues and the teachers. Thus, they prefer not to participate in speaking situations. Due to oral communication anxiety, learners feel that whether they are insufficient in communicating, shy or embarrassed to talk with others, they prefer not to be involved in any interaction (Tseng, 2012).

2.2.2.3 Psychological Symptoms:

Learners' expectations about their oral communication often lead to several problems concerning communication in oral classes (Sanaei, 2016). As an illustration, learners have mental signs affect foreign language acquisition and practice oral communication (kaissanian, 2013). These psychological Symptoms can appear in different shapes, for instance fear of failure (Omid, 2016), self-doubt, decrease of self-esteem (Yahya, 2013), fear of making mistakes, disorganized ideas, lack of concentration...etc. In fact, before EFL learners start a conversation they suffer from hesitation of communicating orally, in other situation when learners participate in communication task, they manage to perform without difficulties (Achbi & Sebaa, 2011, p: 36). EFL learners may have the possibility to deal with these psychological symptoms but not fully control it (Sanaei, 2016).

2.2.3 Causes of Oral Communication Anxiety:

EFL learners experience anxiety during their studies and there are various factors that might be the source of oral communication anxiety (Mohammad, 2020). Kamaruddin and Abdullah (2015) had divided these reasons into two constructs called personal and interpersonal aspects.

2.2.3.1 Personal Causes:

Learners have personal aspects that contribute in resulting communication apprehension, which reduce learners' engagement in EFL learning.

2.2.3.1.1 Personality:

Mukamininet et Al (2015) declared that self-esteem is one of oral communication anxiety causes. Self-esteem is a belief in which learners are convinced that their performance is not ideal (Gaya, 2018). Some results of studies presented that achievements of learners with high self-esteem are more successful. Low self-esteem learners claimed that their thoughts are less important to be shared (Wilson, 2006) and the more self-esteem is decreased the more oral communication anxiety level increase (Kimura, 2002). Moreover, Liu and Cheng (2014) discovered a relationship between motivation and anxiety; during oral classes, learners will be silent all the session and avoid communication and interaction (Juhana, 2012). Therefore, learners who produce poor oral performance are whom with lack of motivation (Sari, 2017).

2.2.3.1.2 Lack of Vocabulary:

Khan, Radzuan, Shahbaz, Ibrahimaand Mustafa (2018) argued that vocabulary is an important element in learning a language and a major concern in the foreign language learning. Moreover, vocabulary is the key of suitable and adequate communication (Hamad, 2013). In the view of Macis and Schmitt (2017), insufficient vocabulary knowledge hinders learners' competences in their oral performance to a great extent whether they are learning a second or a foreign language. Thus, learners who have shortage in vocabulary items find it difficult to express their concepts clearly and fluently as they plan and it also leads to communication barriers. As a result, they may not show the desired language learning process and its competence leading to a poor performance. Hamad (2013) indicated that without sufficient words the learners who follow academic program cannot learn a language and be able to develop their language skills as they are expecting and will find difficulties understanding books that are written in English. Furthermore, August, Carlo, Dressler, and Snow (2005) argued that EFL learners who have limited vocabulary are less involved in the learning process such as comprehending texts or oral interactions with their colleagues.

2.2.3.1.3 Lack of Preparation:

It is difficult and challenging aspect to use the English language confidently when orally communicating in classroom with classmates and in front of teachers without previously preparing the task or lecture (Asysyifa, Ayu&Siska, 2019). Firooz and Mehdi (2017) suggested that lack of preparation is among the causes of oral communication anxiety. Also, it was reported that learners who produce low quality performance possessed a lack of preparation. In other words, being not prepared for oral sessions or tasks blocks learners from participating, communicating as well as being part of EFL learning process (practice the language with classmates, discussions..etc) (Liu, 2007).

2.2.3.1.4 Fear of making mistakes:

A study conducted by Gūrbūz (2014) on EFL learners proved that fear of making mistakes provoke anxiety; as a result, it affects language acquisition process. Learners relate the fear of committing mistakes to the problem of negative evaluation and being corrected by teachers and classmates, in which they will be embarrassed, ashamed, and hesitated to communicate orally in classroom (Gokhan & Nurdan, 2014). Liu (2007, p: 130) argued that learners are concerned about delivering their thoughts and express their ideas without committing mistakes, for instance, grammar rules or language structure because oral performance is often the most evaluated aspect in EFL learning.

2.2.3.1.5 Lack of Practice:

The insufficient English language practice in classroom does not lead learners to a high level of fluency and accuracy in order to accomplish good level of production in a foreign language (Brown and Larson-Hall, 2012 p. 58). Savaçi (2014, P: 2683) claimed that learners from different countries study English as a foreign language only to pass examinations; classroom sessions are not sufficient to develop and practice their communication and language knowledge. The only place to practice English is in classrooms for a few hours a week, thus mastering the language is not an option. As a result, good oral communication will not be achieved (khan 2007, p. 2). Moreover, poor oral performances can be improved by practice and achieved by implementing various strategies such as interactions, role plays, group discussion activities...etc (DeKeyser, 2010, p. 162). Implementing these techniques is an advantage; it enables the learners to

understand and express themselves fluently as well as errors are corrected by applying grammatical rules (Hasan, 2018)

2.2.3.1.6 Fear of being center of attention:

Learners find themselves in certain situations such as being the center of attention among their classmates, which cause them anxiety. Liu (2007) stated that even though learners spend years learning English, they suffer from anxiety in situations that require communicating orally, thus. Learners become shy and attempt to avoid being the center of attention when they speak. Therefore, they prefer to be silent and not participate in EFL classrooms activities (Tsiplakides, 2009), consequently there will be no progress in their communication skills. One of the provoking factors that lead learner's anxiety to increase is oral presentation inside classroom, (Zheng, 2008). Learner's weaknesses appear during oral activities and anxiety is a factor that leads to low performance (Iqbal, 2017).

1.2.3.1.7 Gender:

According to many studies, level of oral communication anxiety varies from females and males. Researchers noticed that females are more confident than males in learning foreign language skills, including oral communication. It was confirmed by Ciu (2011) in a study was conducted in secondary school in Dezhou, where he proved that female learners have more abilities in learning a foreign language in oral classes than male learners. In addition, female learners fear of being judged by their classmates if they commit mistakes, whereas male learners experience low anxiety when it comes to answer voluntarily in class (Elmenfi & Gaibani, 2014).

2.2.3.2 Interpersonal Causes:

Learners suffer from interpersonal reasons experienced in the classrooms and among their colleagues that increase their apprehension level during oral communication which cause poor performance.

2.2.3.2.1 Being Laughed at:

Hieu (2011) explained that EFL learners avoid communicating and fear of committing mistakes because they will be laughed at. Therefore, learners' choice of words and how to pronounce it, as well as the use of grammar rules cause the emergence of anxiety in EFL classes especially, the learners who experienced being

laughed at. This idea was supported by Liu (2007), he mentioned that learners will be anxious when their classmates laugh at their mistakes and will be discouraged to continue communicating and interacting in oral classes.

2.2.3.2.2 Competition:

Competition is identified as another factor that increases EFL learners' language anxiety in Japan (Cutrone, 2009). Kamaruddin, Daneil, Juhari, Eng and Rijeng (2020, p: 3) pointed out that language anxiety is a result of competitiveness. It occurs when learners compare themselves to others thinking they do not have similar level as their colleagues as well as their evaluation of them. Moreover, Young (2004) claimed that competitiveness among learners, learners' low self-esteem, fear of failure among their peers, making mistakes and forgetting words caused them language anxiety. Furthermore, Kamaruddin, Daneil, Juhari, Eng and Rijeng (2020) stated that competitiveness does cause anxiety but not all learners relate to it, some of them thrive for competition to accomplish better grades.

2.2.3.2.3 Teachers' Behavior:

Numerous studies that have been conducted proved that in the field of foreign language learning, teachers are an essential cause in provoking learners' anxiety and a factor of low ability in language performance. Moreover, learners' lack of competency in communication skills is observed in universities. They face a lot of difficulties in pronunciation and language production due to teachers who still adopt traditional methods of teaching; their main concern is preparing for national tests without considering communication skills, where learners have a real opportunity to practice the English language (Madini, 2017). Mukminin et al (2015) pointed out another view where teachers are the cause of anxiety such as, learners being evaluated; learners are concerned about their level in acquiring the language. Furthermore, these researchers agreed on another point that makes learners stressed, one of the learners stated "My English teacher is more knowledgeable, so I am anxious to speak English with him". According to this statement, teachers are obviously more competent in the target language, and consequently learners fear of making mistakes in front of them.

2.2.3.2.4 The Classroom:

Anxiety is experienced in various speaking and communication cases. This latter could be found in contextual situations, where there is no technology used,

bounded activities, and large amount of learner's existence. This can cause a high level of anxiety while communicating orally. Hannah (2013) mentioned that the classroom environment could be additional reason that prevents learners from communicating successfully in the classroom. Khan (2015) stated that teachers and classmates affect the speaker's performance, where they confirmed in their study that teachers' serious faces made learners think that they committed mistakes or their oral performance was not idealistic. Moreover, mockery and judgment of classmates also affect learners' performance by making the learner distracted from his/ her conversation flow. Thus, the environment of the classroom does not encourage, and support learners in communicating and interacting fluently. In addition, Wrench et al (2012) argued that the role of the audience, time and context are considered an impact that creates an atmosphere full of anxiety for learners in some communicational situations.

2.2.4 The effects of oral communication anxiety on EFL learners' achievements:

Learners experience several hindrances that inhibit them from being engaged successfully inside the classroom and anxiety is not an exception. It is identified by many researchers as an obstacle that has a negative impact on learner's language learning process and oral communication specifically.

2.2.4.1 The Development of Oral Communication:

Oral communication anxiety has been recognized by researchers and identified its negative effects on the learning process. Instructors agreed that communicating in the target language is the most anxiety provoking aspect of learning a language (Imura, 2016). Horwitz (2001) as well emphasized the existence of anxiety and its negative influence on learner's achievements. However, when learners experience anxiety in oral classes they attempt to avoid participation, sit in the back of the classroom or skip classes, and neglect their homework in order to avoid the embarrassment and humiliation of being the center of attention or making mistakes (Imura, 2016). Furthermore, learning and enhancing a foreign language only in classroom is a difficult task to accomplish (Imura, 2016). After the researchers identified the causes of apprehension, they suggested strategies to reduce the learners' anxiety such as, pair interaction or small group work, learners centered activities and role-plays; these activities are considered enjoyable and motivate learners to acquire the necessary language skills for successful communication (Savignon, 1972 cited in

Imura, 2016). Savigon also, claimed that these techniques have negative impacts on learners, which means increasing anxiety; they will find themselves in a vulnerable position (Imura, 2016). It can also be a threatening environment to high-level anxious learners (Imura, 2016).

2.2.4.2 Grades:

Cutrone (2009), Maouche (2010), and Riasati (2011) declared that low marks are one of the anxiety impacts on EFL learners. Due to the fear of being evaluated and failure, learner's thoughts of their oral performance outcomes lead to poor performance; Dilek(2016) stated that before and during tests learners suffer from a high level of anxiety and it causes oscillating grades. Furthermore, many researchers supported this idea and proved that there is a negative relationship between anxiety and language achievement scores (Maria, 2009). It was indicated that learners who experience high-level anxiety receive lower grades than those who suffer from normal or low level of anxiety (Maria, 2009).

2.2.4.3 Language Learning Process:

Several studies shared one point that anxiety is an essential element, which affects in a negative way on language performance and achievements of learners (Al-Shboul, Ahmad, Nording, & Rahman, 2013; Lian & Budin, 2014; Mesri, 2012; Toghraee&Shahrokhi, 2014: Gopang, Bugio & Pathan, 2015). Vitasari, et al., (2010, p. 496) claimed that as long as learners experience a high level of anxiety during their oral classes, they will achieve low academic performance. Anxiety reduces a learner's achievements although they have the ability for better performance.

A study made by Xiuqin (2006, cited in Desy Intan Fathiah 2020) stated that anxiety affects learners' learning process negatively and causes them problems during learning the target language. In Ehermen's book (1996), he agreed that anxiety prevents learners from orally communicating, performing successfully and learning the language in general. Furthermore, anxiety is seen as a debilitating factor for learners, which made it more complicated in reaching the desired goals. Therefore, Shiota (2012) observed that learners should avert any source of anxiety, as long as they suffer from this obstacle, they will not achieve any accomplishment or develop their oral communication skills, and threaten their learning process.

2.2.4.4 Professional Career:

Oral communication anxiety is considered as a common phenomenon that learners may experience in the future; anxiety can influence their professional career. Anxiety could dominate one's workplace skills and affects negatively on their abilities to interact successfully with workers, display a certain idea to the managers, be fully engaged at work, or have the opportunity to show their true capacities (Blume et al, 2013). In other words, oral communication is significant since it works as a bridge between the managers and employees. Learners who master oral communication in the classroom will have opportunities to obtain a job more than those who failed to control their problems of communication such as anxiety (Hassania & Rajab, 2012)

Summary:

Oral communication skills are necessary for successful conversation in order to master the target language and achieve the learning objectives. Unfortunately, there are various factors that prevent learners from enhancing their communication skills. Anxiety is one of the factors that have a negative effect on learners' oral performance and psychological well-being. Therefore, many scholars and researchers studied the causes and the outcomes of anxiety on learners' accomplishments. This chapter was devoted to the theoretical part. The first section provided an overview of oral communication, its importance and the components for affective oral communication. Furthermore, the second section discussed the symptoms of anxiety, the causes of oral communication apprehension, and its effects on learners' achievements.

Chapter Three

Methodology

Chapter Three: Methodology

3.1 Introduction:

The chapter aimed at exploring EFL learners' oral communication anxiety. The study was carried out at the department of English at the University of Mohamed El Bachir El Ibrahimi. It is devoted to the practical part of the research work. It describes the sampling and the population involved in the study as well as the tools used to collect data; which are a questionnaire and an interview.

3.2 Research Design:

The instruments used were chosen according to the nature of this research. The study used the mixed method. The quantitative method was determined by the use of the questionnaire, which was administrated to English first year LMD learners since they were facing oral communication anxiety while attempting to develop their communication skills. The qualitative method was introduced by an interview that was addressed to English first year LMD learners as well as obtaining a better understanding of the issue and how they manage to control their anxiety, and achieve their learning objectives. The questionnaire in this study was adapted from the original ones, which are "The Impact of Language Anxiety on EFL Students' Speaking Skill" by Rebbouh Radhia, 2016 (items 7, 8, 13), "The Impact of the Learning Anxiety on EFL Learners' Speaking Skill" by Djaith Imane, 2016 (items 6, 14), "Investigating the Effect of Anxiety on EFL Students' Oral Performance" by Meriem Aboub, 2017 (items 9, 10, 11, 12, 15), "Investigation the Effects of Anxiety on EFL Learners' Unwillingness to Communicate in the Classroom" by Hayat Larbi, 2013 (items 3, 4, 5). Furthermore, the interview is modified from "An Exploration into Speaking Anxiety and its Effects in the EFL Classrooms" by Asmae Tadjouri, 2017 as well as "The Level and Sources of Foreign Language Speaking Anxiety among Saudi EFL University Students" by Sultan Altalhab, 2020.

3.3 Sample Description:

Informants in this study were first year undergraduates from the University of Bordj Bou Arreridj during the academic year 2021_2022. 169 learners from the whole population (300 learners) volunteered to respond to the questionnaire addressed to them. The total number of the participants was determined based on Krejcie and Morgan's, (1970) Table. 12 learners who participated in the interview. In fact, there were many reasons behind choosing

English first year learners. They are assigned to oral classes for the first time, which provide them with an opportunity to recognize the difficulties they may face in language learning.

3.4 Research Instruments:

3.4.1 Questionnaire:

The questionnaire was administrated to first year LMD English learners. The aim of the questionnaire is to collect data and maintain objectivity for the research. It consists of 15 items with different types of close-ended questions that requires choosing yes, no or tick up the appropriate answer of multiple-choice answers. It consists of three sections; the first section is titled "General information" the objective is to obtain personal data or background about the learners. The second one is "Anxiety in oral classes" it aims at identifying the current communication proficiency level of EFL learners, whether they experienced anxiety when learning English in oral communication classes and what are the activities that provoke their anxiety in classroom. The third one entitled "Learners' oral communication anxiety" this part mainly detected the effects of anxiety on learners and their attitudes towards oral communication.

3.4.2 Description of the Interview:

A structured interview was conducted after the questionnaire to provide the study with valid data about participants' perspectives toward communication apprehension. According to learners' experiences during their learning process they answered the questions of the interview. It aimed at discovering the causes of participants' communication apprehension, and sought to recognize how learners cope with oral communication anxiety.

3.5 Data Collection:

The data collection was carried out during the second semester of the academic year 2021/2022. The learners who volunteered to be a part of the study were random. They were informed of the purpose and the objective of the research.

3.5.1 Questionnaire data collection:

The researchers distributed the questionnaire to first year English learners of Bordj Bou Arreridj University, whom they met in the department of art and foreign languages without any previous arrangement. The distribution was handled by the researchers during learners' ordinary session. The participants were given 10 to 15 minutes to answer the questionnaire.

The questionnaire was designed to get overall findings from first year learners about the impact of oral communication anxiety among them.

3.5.2 Interview Data Collection:

A structured interview was organized at Mohamed El Bachir El Ibrahimi University; Bordj Bou Arreridj. The meeting was formed with no previous arrangement with the volunteers and took several days. The participants in the interview were twelve random volunteers from first year English learners. The interview was in different classrooms and outside the English faculty, where the researchers could take notes and record their answers; the duration of the interview with each participant ranged from 10 to 15 minutes. The researchers explained the current study to the participants in order to understand the duration of the meeting and answer the interview. The interview was conducted in order to collect data. Therefore, their answerers were analyzed and discussed as a part of the research.

3.6 Data Analysis:

In this section, the participants' answers were collected through quantitative method at first and then the qualitative method was used to gather more valid information (perspectives) to support the previous answers (questionnaire). For the data analysis, learners' questionnaire was analyzed using SPSS. On the other hand, the interview was analyzed manually and thematically to discover and provide more different points of views of participants toward communication apprehension that perhaps were not covered by the questionnaire.

3.6.1 Questionnaire Data Analysis:

To answer the first question of the research, the study used descriptive statistics to analyze data. It aims at exploring the impacts of oral communication anxiety on EFL learners in the classroom, since it is their first year where they have to improve their oral communication skills. The total number of the participants was 169; 136 females and 33 males. Therefore, the vast majority of the participants were females (80.5%). 74.6% of learners were between (17-21), 18.3% were between (22-25), and over 25 were 7.1%.

TABLE 1: Demographic information of the Participants

	Frequency	percent
Female	136	80.5
Male	33	19.5
Total	169	100
17-21	126	74.6
22-25	31	18.3
Over 25	12	7.1
Total	169	100

Conducted by researchers based on the questionnaire data

3.6.2 Interview Data Analysis:

The structured interview aimed at answering the second research question, which attempted to find the impacts of oral communication anxiety among first year English learners. The data from interviewees were analyzed manually and thematically after transcribing the participant's recordings. The interview scripts were coded as it is illustrated in table 2. M refers to the male respondent whose interview number is 5, while the female respondent refers to F whose interview number is 7.

TABLE 2: The Respondents' Codes of the Qualitative Study

Gender	Code	Interview Number
Male	M	5
Female	F	7
Total	/	12

Conducted by researchers based on the data of the interview

3.7 Summary:

The chapter presented the main steps that were followed in the process of data collection. A questionnaire and an interview were used as research instruments and designed to be answered by first year English learners at Mohamed El Bachir Ibrahim University.

Chapter Four
Results and
Discussion

Chapter Four: Results and Discussion

4.1 Introduction:

The Currant chapter presented the data analysis of each instrument used, which was collected through a set of items in a questionnaire distributed to first year English language learners, and an interview with some of them as well. The researchers used a mixed-method approach to collect data (quantitative and qualitative methods). This chapter is allocated to the data analysis, and interpretation of the results collected from each instrument.

4.2 Quantitative Results of the study:

Statistics:

/	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15
N Valid	169	169	169	169	169	169	169	169	169	169	169	169	169	169	169
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Frequency Table:

Section One: General Information

This section aimed at obtaining the participants' personal information, which helped the researchers to analyze data.

Item 1: what is your gender?

Table 1: Learners' Gender Distribution

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	136	80.5	80.5	80.5
Male	33	19.5	19.5	19.5
Total	169	100	100	100

The purpose of this question was to identify learners' age to provide relevant information about the participants and recognize the number of the males and females in the English classes. The table indicated that there was diversity between males and females in the

English department. The results showed that 80.5% were female learners, which meant that they were the vast majority, whereas males had a percentage of 19.5%.

Item 2: what is your age?

Table 2: Learners' age

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 17-21	126	74.6	74.6	74.6
22-25	31	18.3	18.3	18.3
Over25	12	7.1	7.1	7.1
Total	169	100	100	100

The second question aimed at exploring learners' age to identify whether learning the English language attracts learners of all age groups. According to the table above the English language was not restricted to specific group but all various ages. 126 learners that represented 74.6% ranged between 17-21, and those who are in the age of 22-25 had the percentage of 18.3%, that is, 31 learners. The rest 12 learners were over 25 with the representation of 7.1%. Therefore, the English language catches the attention of all age categories of learners since it is global language.

Section Two: Anxiety in Oral Session

Identifying whether learners experienced anxiety in English oral classes and recognize the main factors that provoke their anxiety.

Item 3: It frightens me when I do not understand what the teacher is saying in the English language.

Table 3:Learners'attitudes toward not understanding the English language

/	Frequency	Percent	Valid Percent	Cumulative Percent
ValidYes	74	43.8	43.8	43.8
No	95	56.2	56.2	56.2
Total	169	100	100	100

The purpose of this question was to discover if learners would panic if they are not capable of understanding what the teacher is explaining during lessons. Regarding this question, the study found that the findings were similar to a certain extent. Those who claimed a yes as an answer were 74 (43.8%) and who stated a no were 56.2%, which referred to 95 learners.

Item 4: I keep thinking that the other learners are better at the English language than I am.

Table 4: learners' perceptions about their classmates in the English language

/	Frequency	Percent	Valid Percent	Cumulative Percent
ValidYes	67	39.6	39.6	39.6
No	102	60.4	60.4	60.4
Total	169	100	100	100

The objective of this question was to provide data about learners' thinking toward other classmates being more competent in English and detect if they feel insecure during English classes. The outcomes revealed 39.6% whose response were yes, and the largest part of the sample stated no as an answer were 60.4%. This showed that most learners do not consider their classmates better than them perhaps they believe they are learning, optimistic, and they will progress over time.

Item 5: I start to panic when I have to speak without preparation in English classes.

Table 5: learners' panic when they speak without preparation

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	121	71.6	71.6	71.6
No	48	28.4	28.4	28.4
Total	169	100	100	100

This question aimed at investigating if learners can manage to communicate and interact when it comes to speaking without previous preparation. As it is illustrated in the table, most of the population (71.6%) preferred the previous preparation before engaging in oral tasks, and the rest (28.4%) had no problem contributing in English oral classes without readiness. The reason why learners avoid communicating when they are unprepared perhaps being unable to create or continue successful conversation. Therefore, learners tend to be prepared for tasks and oral classes in order to produce satisfying performance and achieve their learning objectives.

Item 6: How do you consider your level of communication fluency?

Table 6: Learners' level of communication fluency

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Advanced	36	21.3	21.3	21.3
Intermediate	90	53.3	53.3	53.3
Beginner	43	25.4	25.4	25.4
Total	169	100	100	100

This question aimed at exploring whether learners were aware of their level of communication fluency. According to the chart above, 36 learners (21.3%) claimed that they were advanced and 90 (53.3%) they were intermediate learners, while 43 (25.4%) were beginners. Based on the statistics we noticed that the majority of the participants were intermediate learners still on the process of progressing, while a small and large percentage considered themselves beginners and advanced. Thus, learners' awareness of their oral communication fluency is a good technique to develop their skills.

Item 7: In the English oral class, how do you express your ideas?

Table 7: Learners' feelings while expressing their ideas in oral English class

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Speak confidently	58	34.3	34.3	34.3
Feel nervous	64	37.9	37.9	37.9
Prefer not to participate	47	27.8	27.8	27.8
Total	169	100	100	100

This question aimed at discovering learners' feelings during interactions in oral classes using the English language. Based on the results 58 participants (34.3%) answered with speaking confidently. 64 (37.9%) experienced anxiety while communicating in the target language. In the other hand, 47 learners (27.8%) preferred not to participate in oral classes. Therefore, the majority of the participants shared the same provoking factor that is interacting in the target language.

Item 8: Have you ever experienced anxiety while communicating and interacting?

Table 8: Anxiety experienced by learners while communicating and interacting

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	116	68.6	68.6	68.6
No	53	31.4	31.4	31.4
Total	169	100	100	100

The aim of the question was to identify the percentage of learners who suffered from apprehension while interacting with colleagues and teachers. The statistics displayed a high number of learners who experienced anxiety while sharing their thoughts and ideas, 116 (68.6%). On the other hand, 53 participants (31.4%) reported that they did not have any anxiety or stress while delivering an oral communication. As a result, the majority of learners revealed that speaking and interacting was an anxiety-inducing situation.

Item 9: Is anxiety one of the factors of your foreign language difficulties?

Table 9: Anxiety one of the factors of learners' foreign language difficulties

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	110	65.1	65.1	65.1
No	59	34.9	34.9	34.1
Total	169	100	100	100

The aim of the question was to recognize whether apprehension is an obstacle in foreign language learning. From the whole number of participants, 110 (65.1%) agreed that anxiety is one of the difficult factors in learning a foreign language while 59 (34.9%) volunteers disagreed. Thus, as a result most learners shared the same opinion due to experiencing anxiety during oral activities.

Item 10: What type of activities that makes you anxious?

Table 10: Activities that make anxiety

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Role play	32	18.9	18.9	18.9
Presentations	66	39.1	39.1	39.1
Group discussion	35	20.7	20.7	20.7
Asked to respond individually	36	21.3	21.3	21.3
Total	169	100	100	100

The question aimed at discovering different activities that caused apprehension. The results indicated that a small number of learners (18.9%) had anxiety due to role-plays, while a large sample (39.1%) stated that presentation was the most anxiety provoking activity. 35 learners (20.7%) revealed that group discussion caused anxiety and the rest of the participants (21.3%) had the same source that caused anxiety that is asked to respond individually. Therefore, each learner experienced different activity that caused apprehension but the

majority of participants shared the same activity that produced apprehension, which is presentation.

Section Three: Learners' Oral Communication Anxiety

Recognizing the impacts of oral communication apprehension experienced by EFL learners

Item 11: Does anxiety affect your English learning?

Table 11: Anxiety effects learners' English language learning

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	107	63.3	63.3	63.3
No	62	36.7	36.7	36.7
Total	169	100	100	100

According to the statistics above, anxiety affected 63.3% of the learners' English language learning while 36.7% were not affected by anxiety during their language learning. Consequently, the results showed that the majority of learners were affected by anxiety and it had a negative influence on their language learning.

Item 12: To what extent does anxiety affect your communication?

Table 12: Anxiety effects on learners' oral communication

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid High	34	20.1	20.1	20.1
Intermediate	83	49.1	49.1	49.1
Low	52	30.8	30.8	30.8
Total	169	100	100	100

The results in the table above presented that anxiety had a high extent effect on 20.1% of learner's communication, 49.1% claimed having intermediate level of anxiety and 30.8%

have a low anxiety effect. Thus, it seemed that there was a varying degree of anxiety on learners' oral communication.

Item 13: Do you worry about making mistakes in front of your classmates?

Table 13: Fear of making mistakes in classroom

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	89	52.7	52.7	52.7
No	80	47.3	47.3	47.3
Total	169	100	100	100

The results clarified that 52.7% of learners worry about making mistakes in front of their classmates while 47.3% disagreed. The researchers noticed that most of learners took into account their classmates perspectives about their performance. Therefore, some learners' oral performance was affected by making mistakes comparing to those who were confident about their oral performances.

Item 14: When your name is called by the teacher, how do you feel?

Table 14: Learners' feeling when being the center of attention

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Nervous	46	27.2	27.2	27.2
Hesitation	34	20.1	20.1	20.1
Shy	49	29	29	29
Blocked	17	10.1	10.1	10.1
All of them	23	13.6	13.6	13.6
Total	169	100	100	100

The statistics mentioned above confirmed that 27.2% of learners felt nervous when they are called by their teachers, 20.1% were hesitated, 29% felt shyness, 10.1% were blocked and 13.6% percent suffered from all of the previous feelings. As a result, shyness and nervousness were the common emotions among learners who were asked to answer in classroom.

Consequently, these obstacles led them to produce a low performance in oral situations, where anxiety prevents them from expressing their ideas and thoughts.

Item 15: How does anxiety affect your oral communication?

Table 15: Symptoms of oral communication anxiety

/	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Loosing concentration	75	44.4	44.4	44.4
Stuttering	32	18.9	18.9	18.9
Sweaty andshaky hands	62	36.7	36.7	36.7
Total	169	100	100	100

The results showed that the effects of anxiety on learners' oral communication, 44.4% of learners experienced lack of concentration, 18.9% of them suffered from stuttering and 36.7% of them had sweaty and shaky hands. The results stated that the number of learners who lost concentration due to anxiety was more than those who were suffering from stuttering or shaky and sweaty hands. This confirmed that anxiety is cited as a hindrance for learners in order to achieve a proficiency level of oral communication.

4.2.1 Discussion of the questionnaire:

Results revealed that both genders suffered from oral communication apprehension due to various aspects. Anxiety as a psychological factor had negative impacts on learners' communication skills specifically and the learning process in general. The aim of this investigation was to answer the first research question using a questionnaire as an instrument to collect data by which the researchers could detect different physiological, psychological and behavioral symptoms of communication apprehension (table 15). In this regard, when learners have oral presentations these symptoms appear in form of stuttering, shaky and sweaty hands, loosing concentration as well as prefer not to participate (table 15 and 7). Furthermore, learners' questionnaire confirmed that personal and interpersonal causes were experienced during oral communication classes. The personal causes were represented as low self-esteem, lack of preparation, fear of making mistakes and being the center of attention (table5, 13, 14). On the other hand, the interpersonal causes had a role in developing oral communication anxiety; these causes were reflected in being laughed at and competition that

were concluded according to the participants' answers (table 13 and 4). Consequently, Personal and interpersonal causes affected the components of oral communication. Moreover, the results of the questionnaire indicated that the learners were aware of their communication fluency at different levels that were advanced, intermediate and beginners (table 6). Thus, learners' communication anxiety had a negative influence on learners' oral performance to a certain extent. This variation in learners' level of communication fluency led to the emergence of anxiety, which affected their oral performance to a certain extent as shown in table 12 was illustrated in different levels high, intermediate, and low.

Based on the research statistics obtained from the questionnaire that was answered by first year English learners at the University of Bordj Bou Arreridj, learners have negative perceptions about oral communication anxiety. The findings were similar to the case study of first year English learners of Jijel University 2018, where they had the same results as this study. Moreover, the previous study assured that anxiety was a fundamental hindrance and it suppressed their ability to produce a satisfying performance.

4.3 Qualitative Results of the Study:

An interview was formed to collect data from twelve volunteered learners in April 2022. The aim of the interview was to recognize the causes of apprehension experienced by learners and how anxiety affects their performance during oral presentations. Oral communication anxiety causes different symptoms according to each learner that will be recognized as well in the interview, some of them overcome it and others are still in the process.

Nervousness, Shyness and confidence

The first question aimed at exploring learners' feelings during interactions and conversations using the English language. The data revealed that M3 M4 M5 F3 F4 F5 experienced symptoms such as shyness, stuttering and hesitation. M3 and M5 also stated that these symptoms change and it depends on the surroundings; sometimes when they are in the middle of the classroom they could answer a question normally with a little bit of hesitation but during a presentation where they face a big audience of their colleagues is a challenging task.

"When I speak English with friends I'm not concerned, but in front of people and teacher I feel anxious" (M/3)

" I don't feel anxious often, but I feel a little nervous and sometimes I get upset about it, so I feel anxious "(M/4)

" Sometimes I feel shy, hesitant and other times normal, it depends on my surroundings"(M/5)

"I feel that people or my classmates will eat me"(F/3)

"I feel shy and stress affect on my psychology"(F/4)

"I feel shy when my classmates look at me"(F/5)

These volunteers are first year learners, thus, its' their first time communicating in full English; from the beginning of the session, having conversations and interactions with their classmates and teachers is considered a frightening experience. Moreover, these learners described themselves being uncomfortable during oral communication. F7 added she was afraid to speak and share her thoughts and ideas but the more she practice oral communication the easy it becomes *"I feel great when it comes to speaking English orally, actually I feel like I can express my thoughts in a better way of course at first I get shy and nervous but the more I speak the more comfortable I get".*

M1, M2, F1, F2 and F6 added they felt confident when it comes to speaking English because they liked using the language and they found it easy to express their thoughts and ideas due to using the English language with friends and family.

"I feel nothing, just a normal conversation" (M/1)

"I feel pretty confident and comfortable; I do not experience anxiety of any sort"(M/2)

"I feel pretty good and over confident because it makes me proud of myself"(F/1)

"I feel confident during public speaking"(F/2)

" English actually is a very easy language for me to communicate with because I am kind of fluent in it so I feel safe when I present my oral projects"(F/6)

Being the center of attention and making mistakes

The objective of this question was to discover if learners can recognize the sources that cause apprehension during oral communication activities. That is, the data discovered that M2 felt anxious to participate during the lesson due to the lack of vocabulary, grammar rules and communication competence and lack of confidence for a successful conversation, *"This could be due to not knowing how to answer properly, lack of confidence and language competence in one self"*.

M1 and F3 declared having some psychological problems, which cause apprehension such as fear of making mistakes; even though learners attend classes to learn they feel like they are obliged to be idealistic learners.

"Afraid of making speech errors"(M/1)

" How students look at me, like you are obliged to not make mistakes, even though we are here to learn"(F/3)

M5 claimed that teachers declined his ideas. It is a major anxiety inducing when a teacher refuses the answer immediately, which has a negative effect on them also some teachers do not notice the rest of the learners and as a result they feel neglected.

"Declining my ideas or not being noticed by the teacher"

M3, M4, F1, F4 and F6 stated one of the provoking factors of anxiety, which is being the center of attention where all colleagues have their focus on them.

"Firstly my nature as a shy person I can't meet many people and speak, secondly as a first year student I'm still not used to speaking English "(M/3)

"Some of the sources that bother me are the focused looks of colleagues at me and the uneasiness"(M/4)

"Totally attention because I hate being the center of the spotlight because it make me nervous with all the eyes on me"(F/1)

"I'm suffering from a social phobia"(F/4)

"For it is the fact that the eyes are on me"(F/6)

F2 and F5 shared the same symptoms during oral communication activities. That are being the center of attention and fear of making mistakes.

"I fear of speaking in front of a lot of people or making mistakes during the presentation" (F/2)

"Shyness, students look at me, making mistakes "(F/5)

F7 added that anxiety is triggered during interaction with someone new. She felt nervous around random people, sense of being judged as well as feeling of inferiority while interacting with the teacher, *"Anxiety while I am talking orally comes when talking with someone new or if the person is my teacher words become harder"*

Anxiety symptoms

Researchers highlighted this question in order to recognize the symptoms of anxiety that have been experienced by the participants. M3, M4, M5, F1, F2, F3, F4, F5, F6 and F7 stated that during oral presentations they felt stressed, loss of concentration and words, sweaty and shaky hands and stuttering, F7 added moving a lot due to anxiety.

"In oral communication I become not focused on speech, I forget terms and I have difficulties in the language "(M/3)

"Some of my symptoms are stuttering and feeling hot with one of my feet trembling" (M/4)

"Stuttering and loss of words" (M/5)

"I really lose my words and I lose all focus that I can't even look straight or in the person's eyes" (F/1)

"Stress or being unprepared" (F/2)

"I feel stressed and my hands are sweaty and shaky" (F/3)

"I feel stressed and I lose my concentration then I start moving my legs"(F/4)

"During oral presentations my hands shake and I feel nervous" (F/5)

"Getting nervous that causes my voice to tremble and my hands become sweaty and shaky" (F/6)

"Sweaty hands, moving a lot" (F/7)

M1 claimed not feeling any of the previous symptoms, *"No symptoms because I'm not shy"*

M2 revealed that he cannot maintain the sequence of thoughts, *"One of the symptoms I notice when feeling anxious a bit is that I don't maintain a train of thoughts I tend to make lot of mistakes or I keep on moving from one thought to another without actually making a point"*

Coping with anxiety

The fourth question aimed at exploring how learners manage to control their anxiety in classroom. M2, M3, F3, F6 and F7 confirmed that anxiety prevented them from making progress in their learning process and minimized their opportunities to reach the desired objectives. Consequently, to manage their anxiety they tend to practice and talk in an extensive way with their relatives and classmates, hence they develop their communication skills and train themselves to be fluent in the English language.

"I train myself on speaking when am alone and then I try to do it outside"(M/2)

“I try to overcome this problem by learning the language more and applying it with friends to get used to it” (M/3)

“By communicating outside classroom with family and friends” (F/3)

“By practicing it over and over with my friends until I get used to it” (F/6)

“Anxiety is bad thing we all have and for me personally, where it stops me from taking a step forward. So to get over it, I try to practice and do my best to be better” (F/7)

M4 emphasized that he pauses when he forgets his ideas or reaches a high level of anxiety during oral communication performance, and then he attempted to continue his presentation with better concentration, *“Sometimes I deal with my anxiety by pausing a little bit while thinking, focusing and trying to get the idea back” (M/4)*

F1 and F2 claimed that they reduce their anxiety by remaining themselves calm as much as possible and do not panic.

“By staying calm as much as possible and do not panic” (F/1)

“I try to ignore my anxiety while oral communication. I take a deep breath before I start” (F/2)

M1 confirmed a successful strategy to reduce the anxious atmosphere in a classroom; they attempt to change it from serious to more relaxed and comfortable atmosphere, in order to create conversations in an entertaining way where there is no existence of anxiety among them, *“I deal with it with laugh and jokes”*

F5 stated that they could not deal with their anxiety. Thus, as a solution they encourage themselves and bring their self-confidence during oral performance, *“For me, I cannot cope with my anxiety. I just try to be confident while oral presentations”*

F4 and M5 asserted that they could not cope with their anxiety; they attempt to continue their learning process although they are still anxious.

“I just live with it making my weaknesses as strength” (M/5)

“I cannot deal with anxiety, and I will not. It is always with me.” (F/4)

Learner’s expectation from their teachers to overcome anxiety

The fifth question targeted which strategies learners expect from teachers to use in order to help them reduce their anxiety. M3 and F3 claimed that they want their teachers to use their first language often while communicating with them, in other words translate what they say in order to be easier and more helpful to be fully involved in the sessions.

“As a first year students, teachers should make the language easier and more understandable for us it could be through using L1 sometimes” (M/3)

“I prefer my teacher when he translates his speech, because we are first year and everything is new and strange for us” (F/3)

M2, F5 and F6 declared that they feel more comfortable when teachers help and encourage them to give their best performance during the oral tasks, either with small correction, nodding head or smile, these reactions may affect them positively.

“I expect from teacher to be aware of any student who is conflicting with anxiety and that he would kindly try to drag him/ her out of their situation. For example by giving them hints on the missing words, or nodding their head as a yes at the student speech to boost his/her confidence and let him/ her know that they are doing well.” (M/2)

“To be nice with me and make me more comfortable while speaking” (F/5)

“Just smile at me and comfort me” (F/6)

F1, M1 and M4 expected from their teachers to be understanding if they commit mistakes, for example, when they do not have the exact words to express their ideas or when they start to stutter while speaking, teachers may help them in this situations.

“To my teacher, when I do mistakes, please stay calm” (F/1)

“I expect them to not be a judgmental, to be understandable and help me, this encourage me a lot.” (M/1)

“All I expect from my teacher when am feeling anxious is some motivation or a little idea to go on” (M/4)

F2 and F7 confirmed that their anxiety reduces when their teachers motivate and support them to interact inside classroom, this strategy may be helpful for learners to be more comfortable in order to create a successful conversation.

“I would be very grateful if they encouraged me and did not yell at me if I started to get nervous and make me feel comfortable around them.” (F/2)

“Teachers have a big influence on their students, I expect from them to motivate students to get the best version of every one of them by making them talk about any subjects they want.” (F/7)

F4 and M5 claimed that this obstacle is personal and teachers cannot help them, therefore, they preferred to solve this problem by themselves.

“I do not expect anything; I think they cannot help me” (F/4)

“Nothing to expect, I am my own doctor to overcome this problem.” (M/5)

Learners' strategies to reduce anxiety.

The aim of this question is to discover the strategies that learners use to overcome their anxiety. F2 and M3 stated that practice makes perfect, they tend to practice and use English in their daily life communication. Thus, when they attend the classroom they will be less anxious.

“Usually I practice my oral presentations or projects in front of my family and friends before performing in classroom” (F/2)

“Focusing on using English in my daily life” (M/3)

M2 confirmed that when they are being the center of attention among their classmates, they act confident with hands on the edge of the table like debaters, this gives them high confidence to express their thoughts without anxiety.

“As a strategy, when standing in front of my classmates in order to answer a question, I tend to put my hands on the edge of the table, like debaters in order to be confident, it really works for me” (M/2)

F1, F5 and F6 asserted that they use a technique of breathing deeply before they get involved in oral communication situations, the more they are calm and self-control the more they will perform successfully.

“I try not to pass out or something. Taking a deep breath always helps.” (F/1)

“I tend to breathe deeply” (F/5)

“I just try to maintain calm and stay focused” (F/6)

M1, F3 and F7 confirmed that the main cause of their anxiety during oral communication is the audience. Therefore, as a technique to prevent their anxiety, they attempt to avoid any sort of eye contact with audience.

“Avoid any eye contact with the audience” (M/1),(F/3),(F/7)

M4 and M5 announced that close friends attendance in classroom may be a positive effect on learners during oral performance; they believe that their friends make them feel comfortable, less stressed and more motivated.

“When I do oral task I look at my friends, they make me feel comfortable” (M/4)

“Sometimes I bring some of my friends to attend with me since they help me to relax” (M/5)

F4 claimed that making relations with classmates and being socialized with them will help learners to avert their anxiety to appear during their oral communication utterance; being familiar with classmates decreases the level of anxiety. As a consequence, they will not suffer from communication apprehension, *“Maybe if I talk with my classmates and get used to them, these feelings will disappear, personally I know just two in my whole class”* (F/4)

4.3.1 The Discussion of the Interview:

The interview revealed that the participants had multiple, and different behavioral, physiological and psychological symptoms during lectures. Oral communication anxiety was experienced by learners in different situations with teachers, classmates, oral presentation, participation in the classroom and other activities. Based on the analysis of the interview some learners suffer from personal causes such as fear of making mistakes, lack of concentration, stress, loss of words and being the center of attention even though they attend to learn and mistakes are a part of the learning process. They also mentioned interpersonal causes such as, fear of being judged by their colleagues and teacher, they confirmed that it is an anxiety-provoking situation; teachers' behavior inside classroom with learners is an essential cause in producing anxiety as well. All participants proved that anxiety is experienced on different levels, in other words, it varies according to each learner.

Furthermore, the participants were aware of the negative impact of anxiety on their oral communication skills specifically and learning process in general. Therefore, they attempted to practice either inside the classroom with classmates and teachers or outside with friends and relatives. Moreover, the volunteers added that a teacher could have an effective role to overcome this obstacle such as being a helper, motivator and an understanding teacher. Thus, Learners in their debuted stages of learning require a necessary encouragement and support in order to enhance their communication skills. Additionally, to reduce anxiety during oral communication tasks, the participants provided different strategies that could be mentioned in form of extensive practice and the use of English in daily conversations. Also, a good atmosphere inside the classroom increases learners' interaction, for example, attendance of friends could create a joyful and comfortable atmosphere for their classmates.

4.4 Summary:

This chapter depicts the results and discussion of the data. Moreover, the findings of the interview and the questionnaire indicated that first year EFL English learners suffer from

oral communication anxiety in different levels. Therefore, anxiety is triggered according to each learner's experience due to various anxiety sources.

Chapter Five

Conclusion and

Recommendations

5.1 Introduction:

The current research tackled the problem of oral communication anxiety, which was considered a common phenomenon that most of EFL learners suffer from. This chapter was devoted to presenting a complete summary of the study. The general conclusion followed by a set of recommendations and suggestions in order to help learners overcome this obstacle and engage more in oral classes.

5.2 Conclusion:

Since English has become an international communication language, learners' main objective is to improve successfully their communication skills effectively and to be able to speak the target language fluently. Thus, they can prepare themselves for academic and occupational settings. It was noticed that oral communication is influenced by serious hindrance i.e. oral communication anxiety. Whenever EFL learners are willing or endeavor to learn and improve the second language, they experience a certain level of anxiety, which restricts the opportunity to master the target language. This research aimed at exploring the problem of oral communication apprehension by explaining oral communication and providing components for an effective oral communication, and to discuss anxiety symptoms and its impacts on EFL learners and their achievements. Moreover, the study stated some recommendations and strategies to help learners cope or overcome their anxiety. Therefore, the researchers asked the following questions:

- What are the impacts of oral communication anxiety on learners in classroom?
- How learners cope with oral communication anxiety in order to have relaxed feelings in classroom and achieve their learning objectives?

Based on these research questions, this study hypothesized:

- ❖ EFL learners suffer from Oral Communication Anxiety to an extent, which affect them negatively. They will not be able to perform classroom tasks comfortably, because it leads to low grades, and bad learning experience.
- ❖ There are strategies and techniques can help learners overcome their communication apprehension in classroom

According to what was mentioned before, this study was divided into five chapters; introduction, literature review, methodology, Results and discussion and the last chapter stated many strategies to deal with anxiety.

The previous chapters discussed essential information about the issue of oral communication apprehension. The general introduction of the dissertation gave a comprehensive review about the importance of English language and the main obstacle that prevent learners to acquire a sufficient knowledge about this language (vocabulary, structure, grammar rules communication skills...etc). This study designed a theoretical chapter to clarify the main variables of the research. This theoretical section offered an overview of what is oral communication, including its components and its importance to achieve the learning objectives. The second section of the previous chapter investigated the different sources of anxiety and its impacts on learner's oral communication performance. The third chapter was devoted to collecting data using two instruments (questionnaire and interview) in the English department of Mohammad El Bachir Ibrahimi University, Bordj Bou Arreridj. The two presented hypotheses were confirmed in the fourth chapter, where the findings revealed that first year EFL learners suffered from oral communication apprehension. Depending on each learner, anxiety level differed between high, intermediate and low. Therefore, the previous chapter described the results obtained from the questionnaire and the interview.

To sum up, the current study "Investigating the Impacts of OCA among First Year Learners" proved that oral communication apprehension was a concerning factor that EFL learners faced during oral classes, however it is necessary to overcome this issue in order to make a progress in the English language learning.

5.3 Recommendations and suggestions:

According to the previous results, the data revealed that learners suffer from oral communication apprehension to a certain level. Hence, researchers provided techniques to help learners cope with oral communication anxiety during presentations or other oral activities. It is aimed at upgrading learners' interactions and communication skills.

5.3.1 Personal strategies:

Oral communication anxiety becomes an obstacle that affected negatively on learner's learning process. In order to overcome this problem, a set of suggested techniques and strategies are mentioned in this part to encourage learners cope with anxiety.

- **Preparation:**

Previous preparation is essential component in college education due to the insufficient time to achieve the learning objectives. Thus, it is necessary for a learner to prepare the lesson for the next lecture in order to understand the topic and to share his/her ideas, problem solving and give feedback confidently. Pre-knowledge enhances learners' achievements and it is a main factor in decreasing their anxiety. Therefore, pre-class activities are beneficial strategy for self-improving skills, problem solving and positive test presentation. Hence, lack of preparation causes learners to perform poorly during oral performance, which increases higher level of anxiety.

- **Practice:**

Practicing oral activities in similar conditions reduces stress level such as practicing with peers and practicing breathing techniques. Speaking aloud while picturing the audience in order to feel the same atmosphere and eradicate anxiety symptoms or at least cope with it during oral presentations to achieve a successful performance. These methods enhance public interaction proficiency and encourage learners to participate and be part of the learning process.

- **Positive thinking:**

Anxiety is considered a psychological problem that learners experience and can be reduced by a mental strategy that is positive thinking. Positive cognition has a big impact on learners' psychological well-being, where learners are facing an audience or answering a

question, instead of thinking negatively such as fear of failure they should think positively and expect good outcomes for their performance. Positive thinking has an important role in decreasing anxiety in learner's self as well as coping with it during oral presentations or other oral communication activities. According to Chan, Chui and Raymond (2020), learners who think positively have low anxiety level. Using positive emotions regularly as a technique has positive affects as well on learners' performance because it deals with anxiety, which leads to enhancing learners' well-being during an oral performance.

The endless self-talk that runs inside someone's mind is probably negative which upgrades anxiety as a psychological response. Thus, being optimistic by looking forward to the future has a positive effect on individuals by enhancing and developing themselves. Therefore, positive thinking has an important role in controlling anxiety levels, fulfilling learners' satisfaction towards their performance and building flexibility in any stressful activities that require oral communication.

- **Stop thinking about yourself and focus on the audience:**

Even confident learners have a certain level of anxiety during oral communication presentations. Thus, they feel exposed when facing a large group of colleagues or an audience. In order to avoid the spotlight learners tend to avoid eye contact with the audience. Unfortunately, it does not lessen the tension. Low anxious learners focus more on themselves than high anxious learners do. According to Daly, Lawrence and Vangelisti (2017), high anxious learners who are afraid of public speaking and feel exposed in a presence of an audience develop high self-focus. Instead of constant self-thinking learners should engage with the audience and find friendly faces whom they felt comfortable with. For an instance, smiling faces or others nodding their heads, learners should make eye contact with them whenever they felt stressed.

To decrease anxiety or cope with it to a certain level, learners should not scan the whole audience and make an attempt of addressing them at once. Moreover, to consider each learner as a listening individual and not interacting with them as a group that is one-on-one communication is established than it is to engage with an audience at once.

- **Organize your ideas clearly:**

During presentation or any class discussions learners' ideas and thoughts become disorganized and mostly are forgotten or lost due to the intervention of anxiety. As a solution, learners can

plan a previous outline for their thoughts to remain organized during an oral presentation or any oral activity. Furthermore, arranging ideas clearly by stating the main points of the oral presentation helps learners remember without difficulties. In addition, it is beneficial for learners to avoid verbatim memorization, which increases learners' anxiety because their focus will be on retrieving the information and the problem will cause them to be more frustrated. Moreover, mind mapping is one of the effective techniques that reduce communication apprehension. Learners will understand their topics in which they can control their momentary lapses and continue their oral performance successfully. Therefore, it is about understanding the topics not memorizing them.

5.3.2 Teachers' activities and strategies:

Since teachers play a vital role in motivating learners and reducing their anxiety during oral communication performance, this part conducted several strategies and activities that could be beneficial for teachers to use in order to minimize anxiety inside the classroom.

- **Group work:**

An effective activity that promotes learner's oral communication skills and engages them through a cooperative learning, where teachers divide their learners into small groups with four or five members in each group, in order to tackle a given topic and solve its problem together. Depending on group work activity, learners could have better opportunities to express and share their ideas; they could motivate and challenge each other. Also, there would be no existence of shyness, less-confidence and all group members are engaged, and help each other for better performance. Moreover, EFL teachers have to apply these kinds of activities inside the classroom to promote interaction and attain better achievements in their learner's oral performances.

- **Communication games:**

Another activity that teachers could involve in classroom is communication games, enjoyable activities to increase interaction among learners, motivation and enhance self-confidence, and reduce their anxiety as well. This type of activities is beneficial for learners to cooperate with classmates and exchange ideas in the target language as much as possible such as role-playing

- **Role-play:**

Role-play is considered as one of the anxiety-provoking factor for learners. Therefore, to avert this problem they have to confront their fears. Thus, teachers tend to engage their learner's in role-play activities during oral expression sessions, which would be beneficial for them to improve their oral communication skills. Because it provides learners with opportunities to communicate freely and spontaneously in more vivid situations.

- **Teacher as a helper:**

Teachers as helpers are believed to be part of reducing learners' oral communication anxiety. Teachers' behavior or evaluation could affect learners' performance either negatively or positively. For example, teachers' positive judgments for learners encourage them to communicate and interact in oral English classes. Presentations, group discussion or even individual work are anxiety-provoking factors. Therefore, learners in such activities are anxious and stressed about making mistakes in front of their teachers and classmates. Thus, teacher's role in this situation is to motivate learners and create a comfortable atmosphere for them, by convincing them that mistakes are an essential part of the learning process, it is not a sign of weakness and they would learn through their mistakes and improve their communication skills.

- **Classroom atmosphere:**

A comfortable classroom atmosphere is an essential component in minimizing oral communication tension. Learners are more likely to work in a motivating and encouraging classroom; it helps them increase interaction with each other more than a formal atmosphere, which causes them anxiety. Moreover, a friendly atmosphere between the teacher and learner needs to be also provided with a better interaction. For instance, a teacher who is understandable, patient, friendly and has a sense of humour can make learners more relaxed and he/she inspires and motivates them to work actively. Although they may have a limited vocabulary, low grammar rules knowledge or poor pronunciation, the surrounding environment supports them to speak and interact.

5.4 Summary:

To conclude, this chapter was considered as a final stage of discussion the effects of oral communication apprehension. In addition, the researchers suggested different solutions for

learners and teachers in order to reduce anxiety inside classroom and achieve the learning objectives.

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IrfanUlhaq* RMIT University Vietnam, HCMC, Vietnam. irfan.ulhaq@rmit.edu.vn Mai Quy Sang RMIT University Vietnam, HCMC, Vietnam

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Appendices

A. Items of the Questionnaire:

The questionnaire is addressed to First year English learners at El Bachir El Ibrahimi University Bordj Bou Arerridj .The objective of the questionnaire is to recognize whether there is anxiety in oral classes, level of communication apprehension, and how does it affect the learning process. The data collected is essential information because it provides better understanding about oral communication anxiety.

Section 1: General information

I 1_The gender is:

-Female

-Male

I 2_Age: 17-21

22-25

Over 25

Section 2: anxiety in oral sessions

I 3_It frightens me when I don't understand what the teacher is saying in the English language?

-Yes

-No

I 4_I keep thinking that the other learners are better at the English than I am?

-Yes

-No

I 5_I start to panic when I have to speak without preparation in English class?

-Yes

-No

I6_How do you consider your level of communication fluency?

-Advanced

-Intermediate

-Beginner

I 7_In the English oral class, how do you express your ideas?

-Speak confidently

-Feel nervous

-Prefer not to participate

I 8_Have you ever experienced anxiety while communicating and interacting?

-Yes

-No

I 9_ Is anxiety one of the factors of your foreign language difficulties?

-Yes

-No

I 10_ What type of activities that make you anxious?

-Role play

-Presentations

-Group discussion

-Asked to respond individually

Section 3: learners' oral communication anxiety.

I 11_ Does anxiety affect your English language learning?

-Yes

-No

I 12_ If yes, to what extent does anxiety affect your communication?

-High

-Intermediate

-Low

I 13_ Do you worry about making mistakes in front of your classmates?

-Yes

-No

I 14_ When your name is called by the teacher how do you feel?

-Nervous

-Hesitated

-Shy

-Blocked

-All of them

I 15_ How does anxiety affect your oral communication?

-Loosing concentration

-Stuttering

-Sweaty and shaky hands

Thank you for your collaboration

Chelbab Chaima -- chaima.chelbab@univ-bba.dz

Laieb Boutheyne -- boutheynalaieb4@gmail.com

Benaris Riham -- riham.benaries@univ-bba.dz

B. Items of the interview:

The interview is directed to first year English learners at El Bachir El Ibrahimi University to support the quantitative data and explore the volunteers' point of views

Item 1_Some learners might feel anxious when they speak English, how do you feel when you communicate in English during oral classes?

Item 2_From your perspective, what are the sources that cause you anxious when you participate in an oral communication activity?

Item 3_What are the symptoms of anxiety that you experience during oral presentations?

Item 4_ How do you cope with your oral communication anxiety?

Item 5_What do you expect from your teacher to do to help you reduce your anxiety?

Item 6_Do have any ways/techniques or strategies you or your mates use to get your anxiety lessened?

Thank you for your Collaboration

Chelbab Chaima -- chaima.chelbab@univ-bba.dz

Laieb Boutheyra -- boutheynalaieb4@gmail.com

Benaris Riham -- riham.benaries@univ-bba.dz

C. Krejcie and Morgan' Sampling Table 1970

Table 3.1
Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

D. Figures:

Chart1:Learners' Gender Distribution

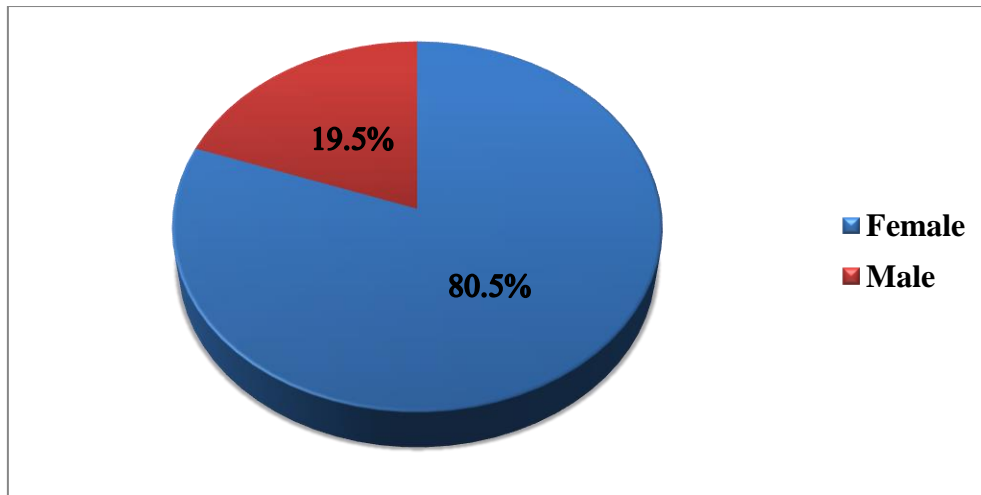


Chart2: Learners' age

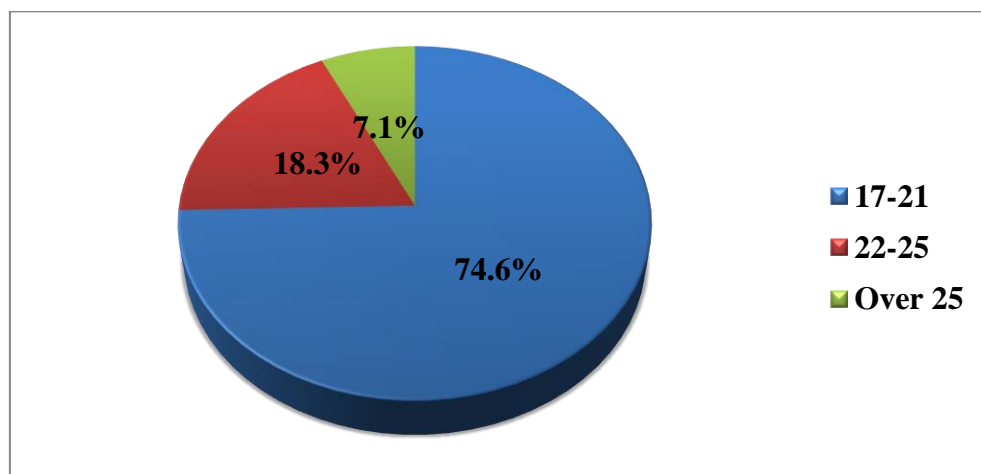


Chart 3: Learners' attitudes toward not understanding the English language

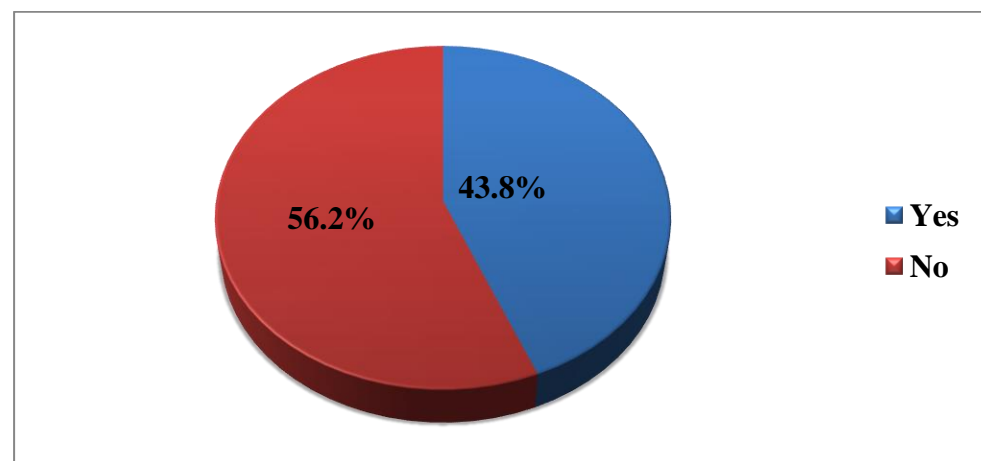


Chart 4: learners' perceptions about their classmates in the English language

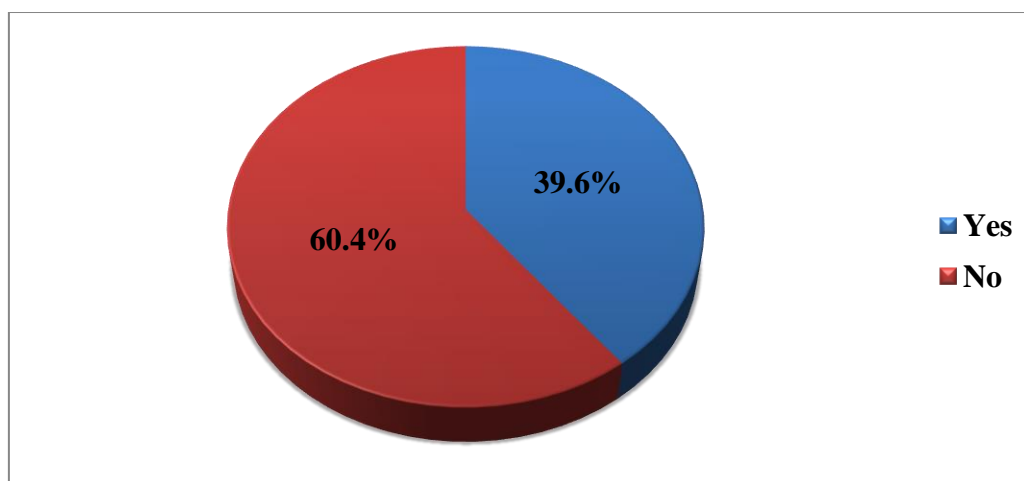


Chart 5: learners' panic when they speak without preparation

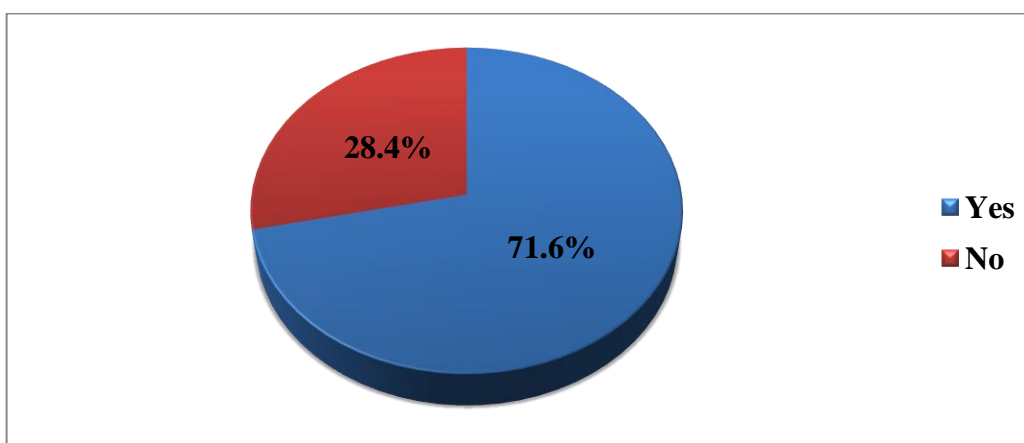


Chart 6: Learners' level of communication fluency

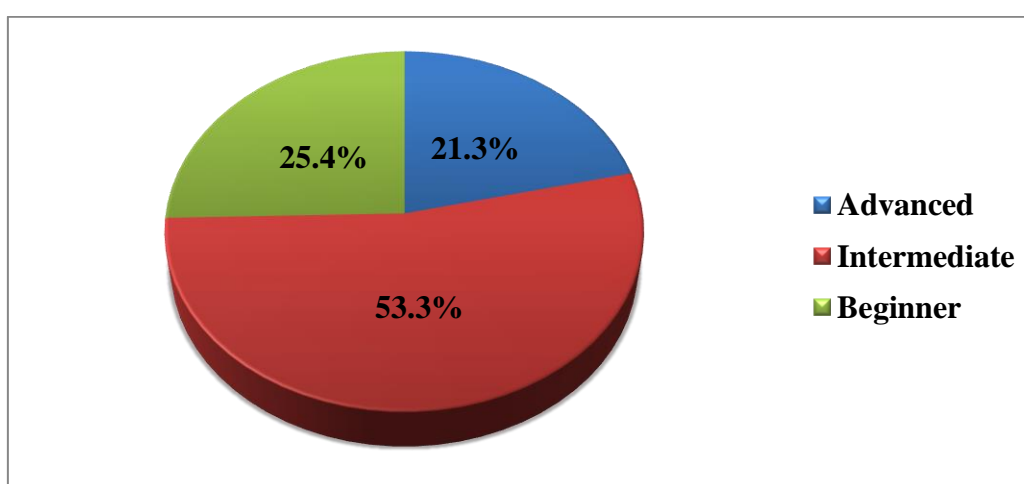


Chart 7: Learners' feelings while expressing their ideas in oral English class.

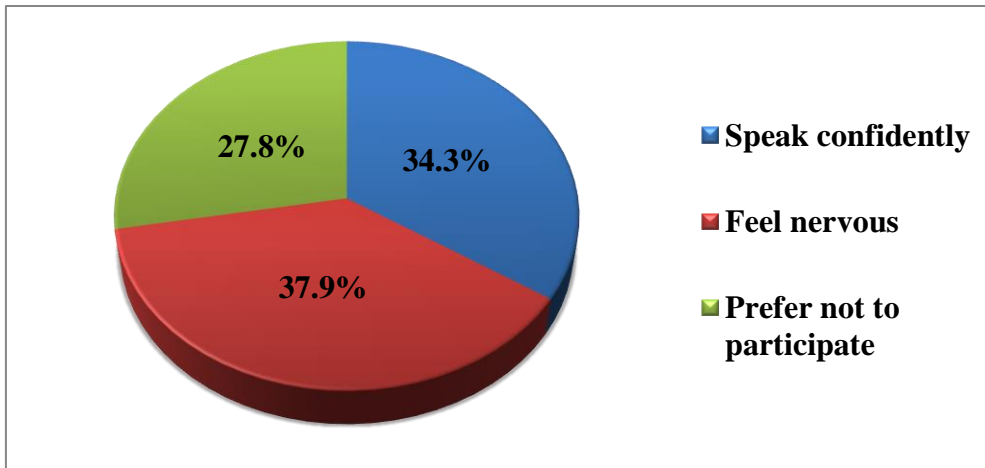


Chart 8: Anxiety experienced by learners while communicating and interacting

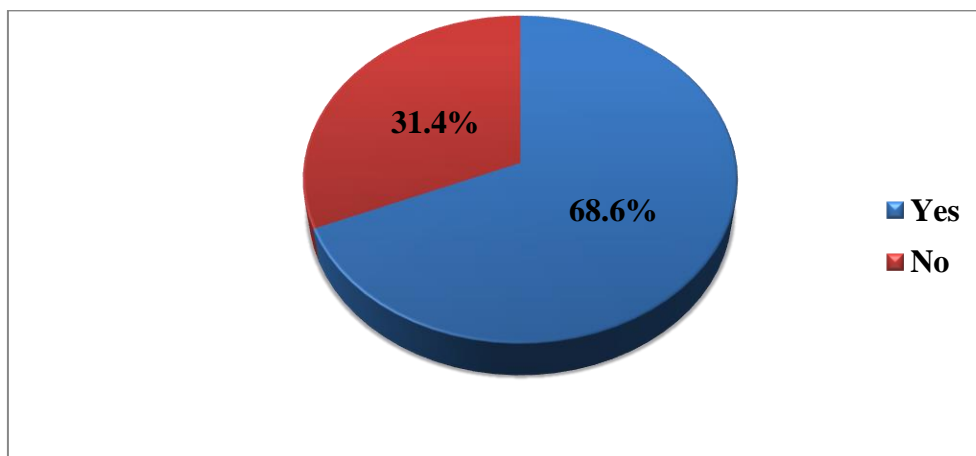


Chart 9: Anxiety one of the factors of learners' foreign language difficulties

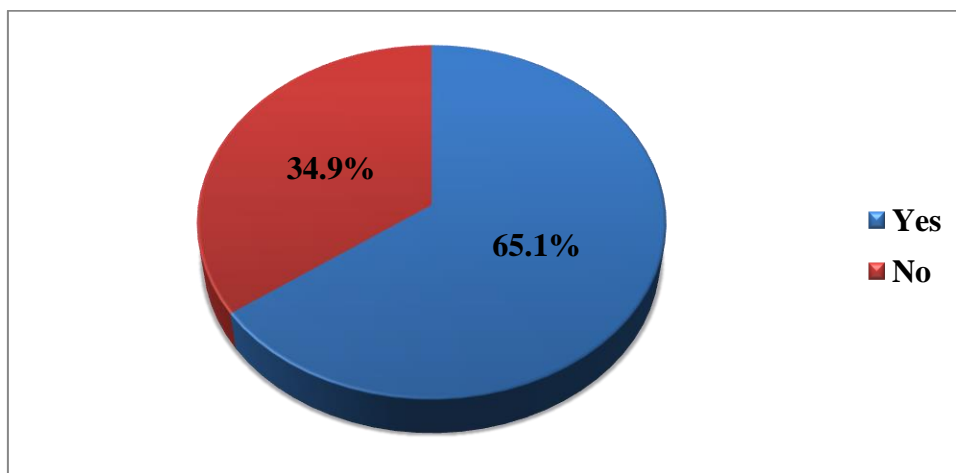


Chart10: Activities that make anxiety

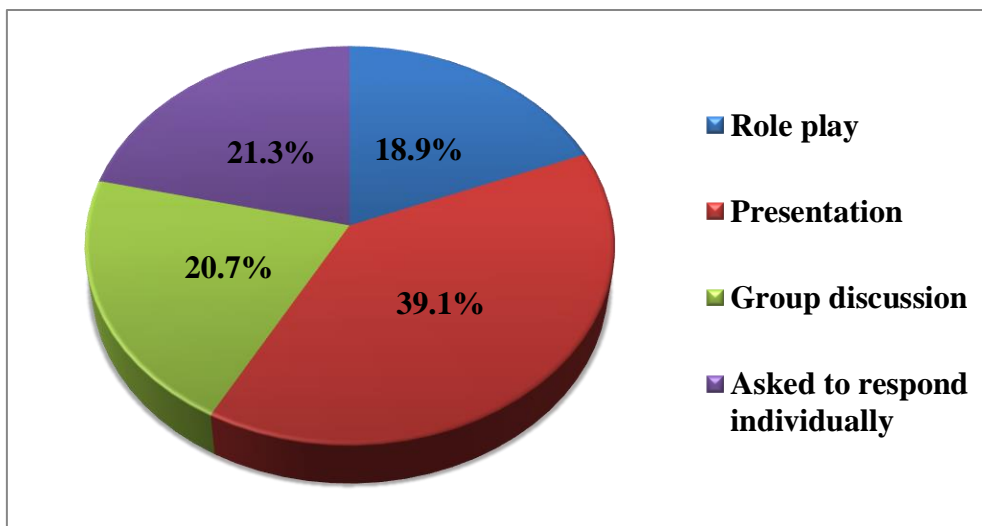


Chart 11: Anxiety effects learners' English language learning

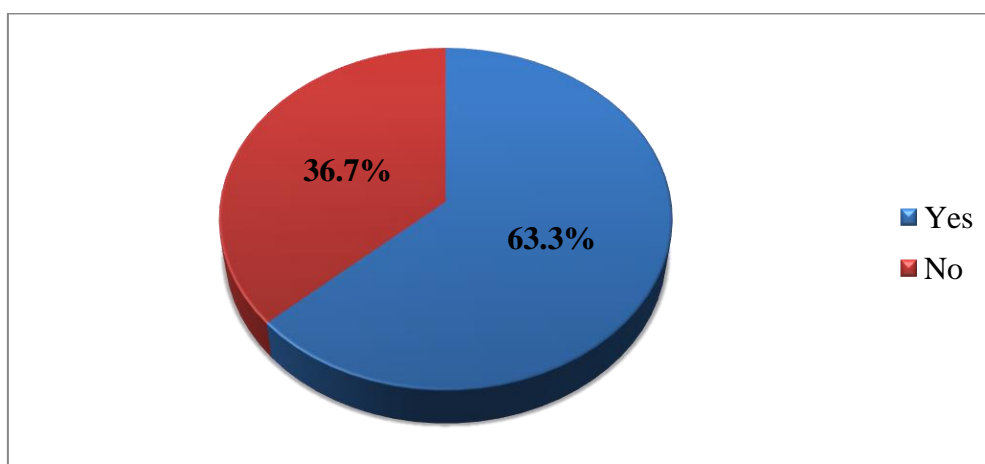


Chart 12: Anxiety effects on learners' oral communication

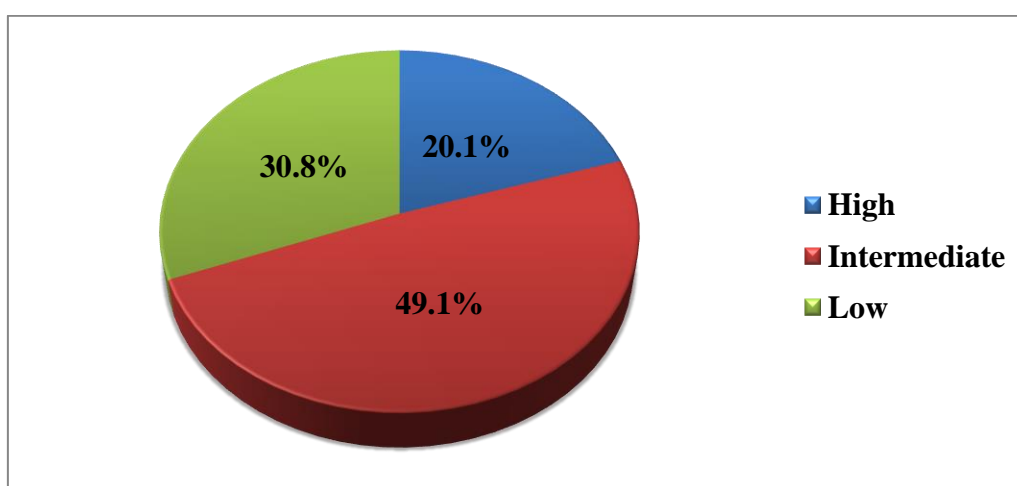


Chart 13: Fear of making mistakes in classroom

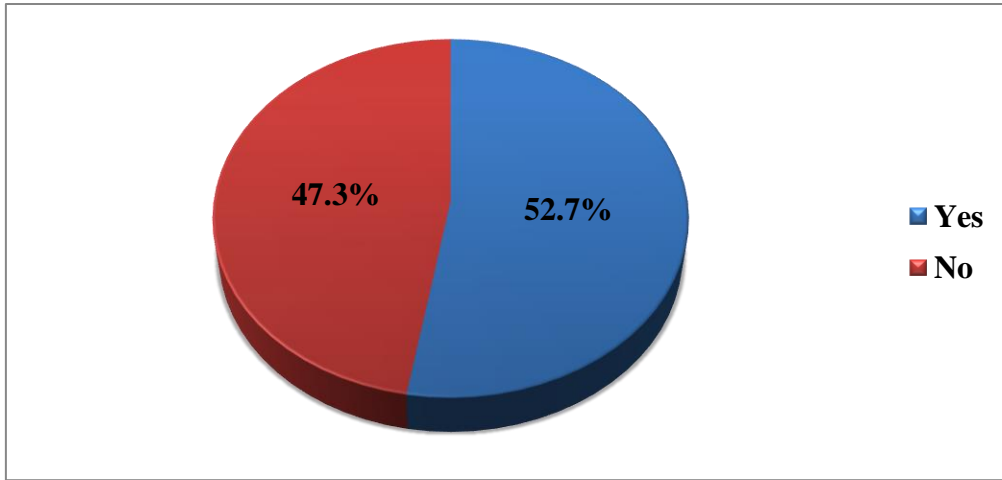


Chart 14: Learners' feeling when being the center of attention

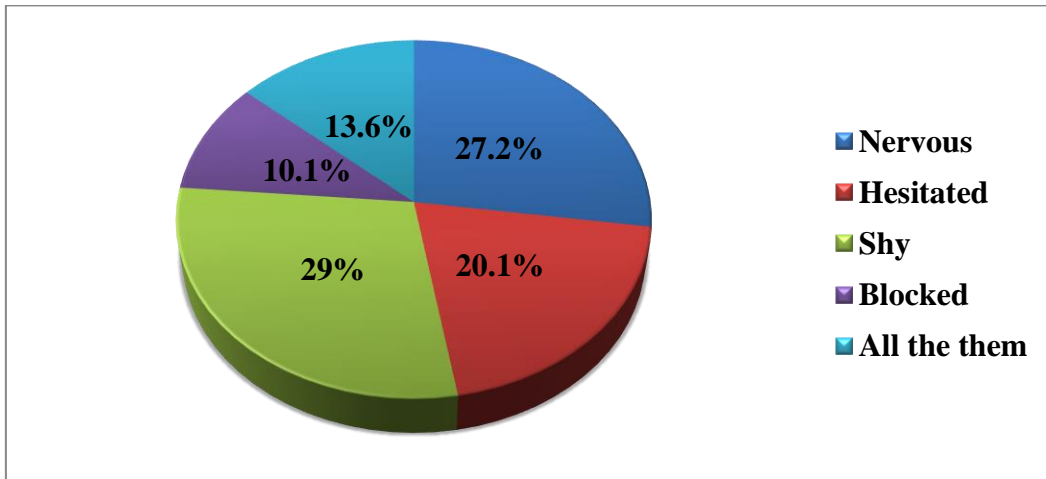
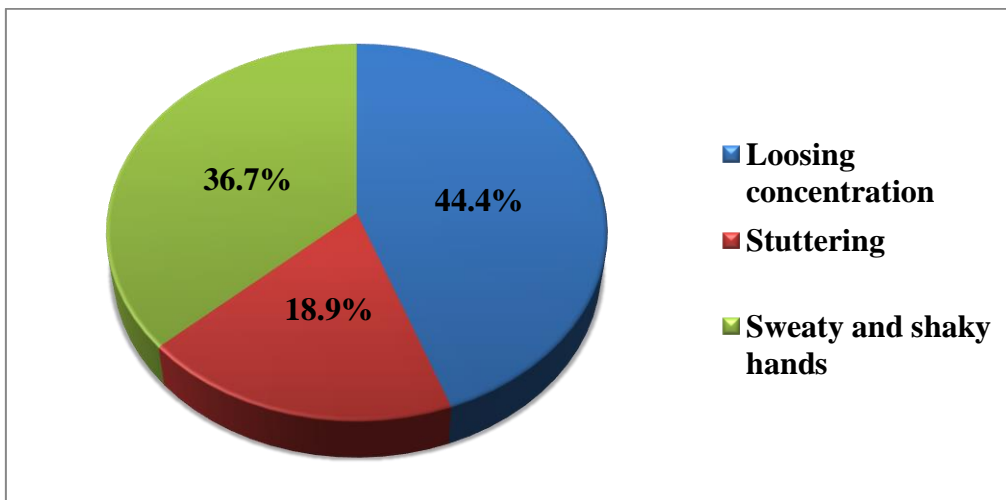


Chart 15: Symptoms of oral communication anxiety



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المخلص

إن اكتساب مهارة التواصل الشفهي باستعمال اللغة الهدف هي أولوية يجب إن تؤخذ بعين الاعتبار. فالوصول إلى مستوى عالي من الطلاقة غالباً ما يتحقق، لوجود عقبات تعرقل الطلبة من بلوغ أهدافهم. من بين هذه العراقيل نجد التوتر الذي يقف كحاجز بين الطلبة وبين تحقيق مهارة التواصل لديهم. وبالتالي يعتبر هذا المشكل من بين المشاكل التي يعاني منها الطلبة و الذي يمنعهم من مشاركة أفكارهم و آرائهم عند التواصل والتفاعل مع الآخرين. بناء على ما سبق، هذه الدراسة تسعى للبحث عن أسباب توتر الطلبة عند استعمال اللغة الثانية وكيف تؤثر على أداء التواصل الشفهي لديهم. لتجنب الوقوع في هذا المشكل، يتضمن هذا البحث أسباب و حلول وبعض الاقتراحات، من خلال استخدام أسلوب الاستبيان والمقابلة في جمع البيانات المطلوبة. إذ تطلب الإجابة عن الأسئلة 169 متطوع ومتطوعة، في حين تم إجراء المقابلة مع 12 طالب وطالبة. خصصت هذه العملية لطلبة السنة الأولى لغة انجليزية في جامعة محمد البشير الإبراهيمي ببرج بوغريج.

Abstrait

L'acquisition de compétence en communication oral c'est une priorité doit être pris en compte et l'atteindre un haut niveau d'éloquence ca se réalise rarement, parce qu'il ya des obstacles qui empêchent les étudiant d'obtenir leurs objectifs et parmi ces obstacles : le stress qui les interdire de bien communiquer et partager leurs idées. Base sur ce qui précède, cette étude cherche des raisons du stress des étudiants lors l'utilisation de la langue seconde et l'effet sur leur communication. Cette recherche contient des caisses et recommandations pour surmonter ce problème. Pour collecter les informations nous avons utilise un questionnaire et des entretins, 169 qui ont répondu au questionnaire (136 féminin et 33 masculin). Aussi 12 personnes interrogées (07 féminins et 05 masculins). Cette étude à être réalisée pour étudiants anglais de premier années dans une université Mohamed El Bachir Ibrahimi du Bordj Bou Arreridj.