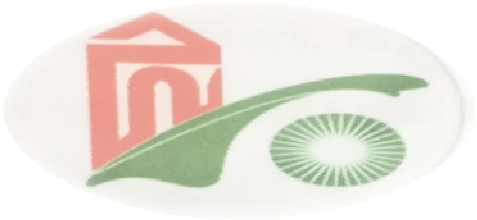
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The impact of anxiety and motivation on students' oral performance: the case study of second year LMD students of English at Yahia fares university of Medea.

A dissertation submitted in partial fulfilment of the requirements

For The Degree of Master in Linguistics.

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Dedication:

To the dearest people to my heart

To the ones who gave birth and meaning to my

Life, to the persons who gave me strength and hope to my

Beloved father "Omar" and my Lovely mother "Fatima"

To my sisters Meriem, Fatma, Abir

To my brothers Oussama, Ibrahim and Yacine

To all my teachers

Special gratitude to all those extraordinary people who

Have stood by my side in very hard moments

Fatma and Hadjer

Dedication:

First, I would like to thank Allah for giving me strength and energy to

Accomplish the Work

I wish to express my sincere gratitude to, my supervisor Mrs, Hiba Zaidi for her

Constant Comprehension and Piece of Advice

I have the honour to dedicate the great gratitude to, my family for their help

And Encouragement

I dedicate this work to:

My dear mother chikhi Fatima

And

My beloved father Aid Ramadan

Thank you for all your encouragements, love and your help.

My Allah bless you now, and forever

To my brother Jamal and my sisters

Specially Anfel

To my nieces and nephews

To my future husband Nabil

To all my close friends

To all the extended family

I love you so much

Dedication:

To The dearest people to my heart

To my parents who give me care and love

To all the teachers, to all the people who love me

Special gratitude to the person who have stood by me in the hard moments

My future husband Mounir

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Special thanks are addressed to our examiners for giving time to evaluate our work.

Abstract

Speaking a foreign language requires its users being equipped with a given level of linguistic competence attuned with a communicative competence so as to express their thoughts correctly and effectively. However, it is commonly observed that EFL students are reluctant to talk in the target language, in a number of occasions, due to fear of making mistakes or falling short of using appropriate words and expressions viable for fitting in a given communicative situation.

The present dissertation is a psychologically-driven attempt to identify the main affective-based factors that trigger second year students' low level of oral performance in English speaking classes at Medea University. This study is an exploratory case study which has harnessed two main tools of data collections, students' questionnaire and teachers' interview. Both instruments were addressed to second- year LMD students and teachers of oral expression in the Department of English, Yahia Fares University. The results reveal that anxiety and motivation are two critically provoking factors behind students' low level of oral production. The analysis of these factors led to suggest that what we believed is likely to reduce speaking inhibition among EFL students.

List of Abbreviations.

EFL: English as a Foreign Language**.**

LMD: License Master Doctorate**.**

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Table 3: students' choice to study English

Table 4: students' evaluation of their oral English

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General Introduction

GENERAL INTRODUCTION

1. Background of the study

Language is critically considered as the most commonly harnessed conduit for communication "*Language has made possible man's progress from animality to civilization"* (Huxley, 1958, p.167). It is through using language that we are civilized.

Learning English as a second language is not an abstract exercise of memorizing vocabulary and applying grammatical rules, however, the learner must be able to face the stress and the arising ambiguities of communication. As far as speaking is concerned, carrying a good speaking performance in English seems to be challenging for foreign students. Still, acquiring English speaking as a first language is not devoid from difficulties. Speaking is regarded as the major skill to be developed, and the most challenging and troublesome skills in schools. Due to the difficulties of this skill, learners find it difficult to master all the aspects of speaking and use them appropriately in different social contexts. That is why it is important for the sake of this research to highlight two psychological variables that play an important role in delivering an oral speech in the classroom .i.e., anxiety and motivation.

In case of the Algerian higher education of English, more precisely, teaching foreign languages at the university, the oral module offers an opportunity for Algerian students to raise further their level of oral proficiency in the target language through different speaking practices such as, role plays, group discussion, oral presentation..., etc. In all these activities, the student is the center of the whole learning operation. He/she is to be an active element in the classroom, whereas the teacher should work as a facilitator for elevating the students' level of speaking performance on a number of topics, very well for different purposes.

Second year English speaking class at Yahia Fares University, Medea is considered as an important stage for developing students' speaking skill through the whole next educational years. However, according to many teachers and researchers, oral expression session is like a constant headache. EFL students can hardly engage in the speaking classroom activities, therefore, their level of oral proficiency is, commonly taken, as far from being satisfactory. This is due to a wide range of factors. Besides the pedagogical and linguistic factors, the psychological factors are predictably the most important bearers on EFL students' speaking inhibition. Learners are often hesitant about trying to say things in a foreign language in the classroom , anxious about making mistakes, scared of criticism or loosing face ,or simply shy of the attention that their speech attracts. These varieties of factors are considered as highly provocative for the most negative influence on learners' performance in the speaking activities. In this regard, Haidra, et al (2014) noted that not only present a negative influence, the psychological factors can make the students' speaking task difficult to carry. This shows that learning a situation always contains obstacles that diminish the learners' capacities.

In light of the afore-raised issues, this research is an attempt to explore the particular effect of anxiety and motivation, as being two highly influential factors on one's learning competence, on second year EFL students' level of oral performance in the Department of English, at University of Medea.

2. Statement of the Problem

The current research problem stems from our observation of second year students of English at Medea University who display a poor level of oral performance and even a clear reluctance to speak English as most of them avoid to share any discussion during the oral expression session. There are some students who even refuse to answer the teachers' questions. This, as we assume so far, is triggered by some psychological variables. The overall problem has given rise to the following sub-questions:

3. Research Question:

This research attempts to address the following questions:

-Is there any correlation between anxiety and students 'low level of oral performance?

-Does Students' motivation towards speaking English relate to their low level of oral performance?

4. Research Hypothesis

On the basis of the research questions, we hypothesize that anxiety and motivation affect students'oral performance, and hence, there is a cause-effect relationship that holds between their oral performance and the two psychological-based variables.

4. Significance of the study

Given a way to the psychological factors that trigger students' speaking inhibition, EFL teachers would be more creative in developing new strategies in teaching the speaking module and, hence, improving students' speaking skills. For students, they are expected to control their emotions and be more confident while expressing their ideas. Beside, the results of this research are expected to be used as a reference for researchers who are interested in the psychological pedagogy of teaching English as a foreign language.

5. Objective of the Study

The main objectives of this study is to explain some affective factors that affect students' oral performance, and to investigate whether there is any correlation between student's anxiety and motivation with their level of oral performance .

Chapter One:

Literature Review

Chapter One:

Literature Review

1.1. Introduction:

This chapter deals foremost with definition of anxiety, its major types and causes .It sheds on the definition of motivation in addition to its various types and theories. It also clarifies the relationship between anxiety and motivation and their effect on oral performance. The last section of this chapter, the research tries to describe the learning situation in which the investigation was conducted.

1.2. An Overview on Oral Performance

Speaking is considered to be the most important skill to be mastered since English is a powerful position as a medium for international communication. Yet, it is assumed to be the most stressful among the four skills. Speaking in its broadest sense is a language of human production. According to Burns & Joyce (1997), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p.13) i.e., speaking is the method of sharing and constructing meaning by using signs in different contexts. Oral performance or speaking is the most important crucial skills among the four skills in learning a foreign language. It is considered as the first skill that almost foreign language learners aim to master .Ur (2000:12) stated that "*of all the four skills (listening ,speaking, reading and writing) speaking seems intuitively the most important skill: people who know a language are referred to as "speakers" of the language, as if speaking included all other kinds of knowing*". Therefore, speaking has a major role in improving students 'oral competencies, since it reflect their thought and help them to have more opportunities in the work world. In this context, Baker and Westrup (2003; 05) noted that "*a student who can speak English well may have greater chances for further education, of finding employment and gaining promotion* ". moreover, speaking is an important skill which deserves more attention in both first and second language ,because it express peoples' abilities to convey the idea existed in the mind and help the listeners to deliver and comprehend what they

are saying. Bygate (1987) supported this view and states that "speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business; it is the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then the teaching of speaking merits more thought "(p.1). For him, it is not important to be knowledgeable as being able to use that knowledge in different contexts.

1.3. Anxiety

Anxiety is a variable which is discussed differently by many scholars. It is one of the most negatively influential affective variables, which prevent learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor oral performance. According to Harwitz et al. (1986:128), "anxiety *is a distinct complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language process*". On other hand, anxiety as a psychological construct is defined as "*the subjective feeling of tension, apprehension, nervousness, and worry about associated with an arousal of the autonomic nervous system"* (Horwitz et al, 1986, p.125) i.e.; high degree of anxiety effects on the fight or flight response in which the body responds to fight or to break out the perceived danger. In the same regard, Blau (1955) reported that "*anxiety is an uncomfortable emotional state in which one perceives danger, feel powerless and experiences tensions*"(as cited in Shabani ,2012,p.1). All these definitions qualify that anxiety is a complex variable, and for further explanation; the current research makes a distinction between three types of anxiety.

1.3.1. Types of Anxiety

Anxiety is divided into three types which are (state anxiety, trait anxiety, and situation specific anxiety).

1.3.1.1. State anxiety:

State anxiety is about learners who feel anxious and stressed during certain cases i, e; it refers to moment experience of transient emotional state. In other word, a specific response of anxiety is considered as state anxiety. Spielberger (1983) defined anxiety as apprehension that is experienced at a particular moment of time as a response to a definite situation. A person who experiences a state anxiety is likely to feel stress and nervousness or unable to confront any event. Therefore, state anxiety refers to a temporary condition in response to some perceived threat. In this context, Spielberger (1972) explained that the state anxiety to be "the emotional reaction or pattern of response that occurs in an individual who perceives a particular situation as personally dangerous or threatening, irrespective of the presence or absence of objective danger"(p.489). For example, a person might experience a state of anxiety when they are late for work, but calm down when they get there on time. Another example is when a person feels worried about health problems only when there are symptoms or a significant risk of illness. Also when feeling anxious and worried in dangerous or unexpected situation while driving. This form of anxiety tends to show up when facing a potential threat or other frightening situations .it usually involves a mix of mental and physical symptoms: mental symptoms might include (feeling of worry, difficulty concentrating, and irritability). In the moment, physical symptoms might include trouble in breathing; rapid threat beat, and upset stomach.

1.3.1.2. Trait Anxiety:

Trait anxiety refers to individual differences in reactions towards a perceived threat in the environment in general. In other word, a general response of anxiety is accepted as trait anxiety. Spielberger (2005) stated that, "*trait anxiety is a general characteristic of an individual's personality"*.i; e, it is a general personality

trait, which does not change across several situations. Trait anxiety is not related to a specific situation, it has no time limitation as Macintyre and Gardner (1991, p.87) describe it as the most permanent feeling of anxiety i;e a learner who has this type of anxiety tends to be highly apprehensive in an number of objectively non-threatening situations. For instance, when a mother hears that something bad happened to her child, she becomes very anxious. Another example is when a person feels unease or worry about driving. Theories about personality and the role that anxiety plays vary among different schools of thought, however, many models of personality include trait anxiety or neurocism as a component are prior to Freud who provided the first description of anxiety as a personality trait. Also, Berger contributed to the concept in1983, when he published the manual for the state _trait anxiety inventory (STAI).There are several factors that may contribute to a person developing trait anxiety, some of these factors include (genetics, family history of anxiety or mental health conditions, exposure of stressful or traumatic events in childhood or adulthood.

1.3.2.3. Situation Specific Anxiety

Situation specific anxiety refers to the apprehension experienced by EFL learners in oral expression skill in some learning contexts. AS MacIntyre and Gardner(1991) define it «the probability of becoming anxious in a particular type of situation, such as during tests (labelled test anxiety),when solving mathematics problems (math anxiety),or when speaking in second language (language anxiety)".Situation specific anxiety also refers to the persistent and the multifaceted nature of some anxieties (MacIntyre& Gardner ,1994a),states that "situation specific anxiety is triggered by a particular type of situation or event, such as public speaking ".Moreover, situation specific anxiety is a type which resemble trait anxiety as both of them are stable over time but that makes the distinction between the two is the fact that situation specific anxiety is not part of learner's personality .This kind of anxiety occurs when an individual is threatened under any circumstances rather than others .for instance, if you had a bad experience once while given a talk in front of

people ,you may be more likely to experience anxiety the next time you face a similar situation.

1.3.3. Causes of Anxiety

Students may undergo anxiety due to many factors. Horwitz et al. (1986) states that the primary sources of anxiety are communication apprehension, test anxiety, fear of negative evaluation.

1.3.3.1. Communication apprehension

Horwitz, Horwitz&Cope, (1986, P.127) defined communication apprehension as a type of shyness characterized by fear of anxiety about communicating with people "i; e. it refers to the anxious feeling an individual experiences as a result of either real or anticipated communication with another individual or group of people. On the other hand , some people are not comfortable when communicating with people or speaking in front of the audiences and in this context ,selvam et al. (2016) states that "during an oral communication taking place in front of an audiences ,some people feel anxious and fear this setting which can occur at different situations. This is what Horwitz called communication apprehension. Moreover, communication apprehension is purely psychological. Not everyone who has communication apprehension is skill deficient, even those who have excellent language skills may experience communication apprehension.

1.3.3.2. Test Anxiety

Test anxiety is a psychological condition in which people experience extreme stress, anxiety and discomfort during or before taking a test. This component is considered as a form of performance anxiety that is associated with the fear of going badly or failing altogether. As Horwitz and young (1991) explain, it arises as a result of academic evaluation which are a source of anxiety because learners fear failure. (As cited in Bali, 2017, p.19). In other hand, Selvam (2016:4) states that "test anxiety is a manifestation of debilitating anxiety which can affect test performance in a negative way ". i;e, The results of this component are unfavourable to learners

because their grades do not reflect their real abilities and competences . Since it hinders an individual's ability to perform well. Thus, test anxiety is one of the factors which are responsible for student's underachievement and low performance.

1.3.3.3. Fear of Negative Evaluation

concerning the third cause of anxiety 'fear of negative evaluation, it is considered as an important reason which makes EFL learners feel frustrated ,depressed and anxious to speak and to learn a foreign language. Students in this case do not consider their mistakes as an attempt to learn, but as an abnormal thing, for that reason they prefer to keep silent and passive in the class because in their opinion, others will judge them negatively. Fear of negative evaluation is the anxiety associated with the learner's perception of how other onlookers (instructors,classmates,or others)may negatively view their language ability The thing that lead many EFL learners feel annoyed and uncomfortable when they feel that they are observed by their teachers ,peers and are evaluating every word they use and every gesture they do . The reason that led great number of EFL learners tend to escape oral tasks .in this context, Von Worde (2003) said that teacher's evaluation of an oral skill is a delicate assignment for learners. Most students feel frustrated and lose their focus when their teachers interrupt them to correct their mistakes in front of their peers and do not let them complete their presentation.

1.3.4. The Role of Anxiety in Learning a Foreign Language

Anxiety functions as either as a positive force to make us thinking to keep working on or as a killer to the wish of working, or as a challenge for the learning process or a threat for language learning. However, stress, sometimes, provides motivation and some stress can have adverse effect causing fear and nervousness. The first kind that works as a positive force is referred to as "Facilitating anxiety" whereas the one that works as a negative force is «debilitating anxiety"

1.4. Motivation

, Gardner (1985:1) defined motivation as a key consideration in determining the preparedness of learners to communicate .Babby; (2015: 16) approached it as the degree of effort and intensity directed toward a goal. In addition, Lennon , (1993 : 41) defines motivation as ″the most important single factor influencing continuing development in oral proficiency ″ .Child ,(1986 : 32) stated that motivation is an internal process which spur on us to satisfy some needs.

1.4.1. Types of motivation:

According to different perspectives of scholars, motivation energizes and guides behavior towards a specific outcome. In the following part, distinctive types of motivation are identified as follows:

1.4.1.1. Intrinsic motivation:

Intrinsic motivation is about feeling and emotions. Deci (1975) defined intrinsic motivation as ″instrincally motivated activities which are ones for which there is no rewards except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward (as cited in Brown, 2000, p.164).Intrincally motivated learners are enjoying being part in the learning process. According to (Istani 2013), intrinsic motivation is related to the talents and intelligence factors. It can emerge as character since someone was born, so the motive is a part of trait that is driven by endogenous factors.

Intrinsic motivation comes from within and operates without any external stimulus. We can infer that intrinsic motivation derives from the internal factors related to the individuals ‘perceptions toward speaking English .It comes from the inside of the students that is related to the feelings or attitude . There are goal setting, expectancy, anxiety, self confidence, self – confidence and self efficacy .Intrinsic motivation includes interest, desire and goal.

a/ Goal setting: setting is the appropriate goals needed in order to guide the learners maintaining the motivation in second or foreign language learning. The learners' motivation stimulates the efforts that will be produced to attain the goals .It can be concluded that goal setting is very important as a part of motivation forming.

b/ Expectancy: Dornyei (1994) stated that learners' motivation will increase positively if they have greater perceived likelihood of success. It can be said that learners who expect to attain the success, they will have higher motivation. In sum, there is a relationship between expectancy and the learners' motivation in which it positively builds the higher motivation for the learners who expect to succeed.

c/ Anxiety: anxiety influences the students' performance since it limits the willingness of the students to do the task. Ellis' (2008) statement, language anxiety has been found to have a negative effect on learning .It means that anxiety disturbs the students in learning and performing which hampers the students to absorb and acquire the input. Anxiety can emerge because of bad experience in learning that makes the students worry to show their ability .Related to motivation, anxiety controls the students to be passive in the classroom .It means that the students do not get a positive influence and tend to have low motivation .The greater anxiety of the students will produce the lower motivation.

d/ Self -confidence: Self-confidence refers to the conviction that someone has the ability of doing something in which it brings him or her into success .It is in line with Dornyei (1994) who state that self - confidence refers to the belief that one has the ability to produce result, accomplish goals or perform task completely .It can be said that the students with self –confidence can manage themselves to achieve the goals and do the task completely without facing difficulties.

e) Self –Efficacy : Self-efficacy refers to the belief of the students that they are able to do certain performance .It is supported by Dornyei (1994) who defines self-efficacy as an individual 's judgment of his or her ability to perform specific action .It means that self -efficacy guides the students to be able to accomplish task confidently .Further , Dornyei (1994) also explains that self-efficacy develops well because of acknowledgement of past achievement and reinforcement or evaluation

especially from teacher or parents .It influences on how far the students will give the effort to make achievement.

1.4 .1.2.Extrinsic motivation

To define what is extrinsic motivation as Deci and Ryan (1980) postulated : ″*the* extrinsic motivational subsystem is based in the primary drives and acquired needs ,such as the need for many or status ″(p :39) This means that the behavior is enacted for outside reasons as to get material things. Bomia et al (1997) provided examples of this type and charted ″examples of these outside sources are rewards ;positive or negative outcomes ;and comfort or discomfort ″(p :4) .In relation to education ,when students study to get reward or avoid punishments by their teachers or parents , this implies that they are extrinsically motivated.

It can be assumed that extrinsic motivation is caused by factors from outside of students .It can be from teachers, parents, classroom and classmates. In light of Yullis's (2016) view, these factors can influence upon students 'extrinsic motivation in teaching and learning process.

1) Teachers: Teachers play a vital role in the classroom because they are the source of knowledge and motivation for the students. Madsa (2012 :4) indicates that the role of the teacher is making the class environment appropriate for speaking and encouraging the students to talk by using different ways .Generally ,two factors are affecting students 'speaking English .Either they do not find the words to express their thoughts, or they are afraid of making mistakes in speaking because of their shyness and nervousness .Therefore ,the positive environment gives confidence to the students to speak correctly .Thus, the responsibility of teachers is trying to sooth their nervousness ,fear and anxiety with positive and encouraging feedback .According to Penny (1996) ,other sources are certainly affected by the teacher actions ;they are success and its rewards ,failure and its penalties ,authorities demands , test and competition.

a/ Success and its rewards :This is the single most important feature in raising extrinsic motivation .Learners who have succeeded in the past task will be more willing to engage with the next one ,more confident in their chances in succeeding, and more likely to persevere in their effort .The teachers' most important functions here is to make sure that learners are aware of their own success ,the message can be conveyed by a no ,tick ,even significant lack of response .

b) Failure and its penalities: Learners should be aware that they are failing if they have done significantly less that they could have, and if they are making unsatisfactory, or not taking care .Failure in a sense is generally regarded as something to be avoided, whereas success is something to be sought.

c) Authorities' demands: Learners are often motivated by teachers 'pressure. They may be willing to invest efforts in tasks simply because they are asked to recognize his/her authority and trusting the judgment.

d) Tests: The motivating power of tests is obvious. Learners who know they are going to be tested will normally be more motivated to prepare it carefully .Again this is a useful incentive, provided there is too much stress attached and not used often.

e) Competition: Learners will often be motivated to give their best not for the task of the learning itself but in order to bear their opponents in a competition .Individual competition can be stressful for learners who find losing humiliation are not very good at the language and, therefore, are likely to lose in contest based on (linguistic) knowledge, and is over use .Henceforth, it eventually affects learners' willingness to cooperate and help each other.

3) Classroom and classmates: School is defined as ″The institution which offers the main educational services basic for everyone' life. Several studies argue that the classroom is an important factor in facilitating language learning because it is considered as the social environment where the learning process takes place .Students can be affected by each other by their behavior, motivation, and achievements. A classmate is a person you know well and like you, but he/she is not

a person who always helps and supports you. i.e., classmates can be taken as a source of the students' motivation in speaking ability. Likewise, the environment also supports acquiring the speaking skills, one of which is living at dormitory which enforces communicating with two languages such as, Arabic and English.

1.4.1.3 Types of extrinsic motivation:

There are two types of extrinsic motivation: integrative motivation and instrumental motivation:

1.4.1.3.1 Integrative motivation:

Cookes and Schimit (1991) have identified motivation as the learners 'orientation in learning a second language .Successful foreign language students value the language ,its native speakers ,its civilization and its culture at large. The concept ″integrative ″is important in artificial language setting. Banson (1991) suggests that bilingual equates with bicultural .Yet ,this perspective remains hard realizing in traditional ″mono –cultural ″ societies .

1.4.1.3.2 Instrumental motivation:

In contrast with integrative motivation, instrumental motivation is characterized by the desire to obtain something practical or concrete from the study of second language (Hudson 2000).

As related to instrumental motivation, the purpose of language acquisition is more utilitarian .It concerns activities like meeting the requirements for school or university graduation ,applying for job ,requesting higher pay based on language ability ,reading technical material, translation work or achieving a higher social status .

Instrumental motivation is often a characteristic of second language learning, where little or no social integration of the learner into a community using the target language takes place .In some instances it is even desired.

1.2.3. Amotivation:

Amotivation is defined as the absence of motivation towards an activity *"state of lucking an intention to act"* (Ryan & Deci ,2000,p.61) .It occurs when an individual's behavior *"is instigated or directed by a negative or undesirable event or possibility "*(Elliot ,1999,p .170) causing a luck of *"a sense of personal causation "* (Ryan & Deci ,2000,p.61).A motivated students are neither instrincally nor extrincally motivated .The absence of motivation ,the unwillingness to act and the non significance of the behavior . Dorney & Ushida (2001) noted that amotivation (AM) refers to the lack of any kind of motivation whether intrinsic or extrinsic (p : 23) .In other words ,students are not motivated neither by outside nor by inside sources. Students who are a motivated think that they are not responsible for their acts; instead they are directed by factors out of their own control.

1.5. The Effect of anxiety and motivation on oral performance:

Lio and Huang (2011) pointed that anxiety is negatively associated with students English learning motivation.Lennon (1993, cited in Lennon (1993, cited Al Othman and Shuquir 2013) reports that motivation is the only variable which is very important for the oral proficiency advancement. Anxiety is negatively related to motivation. Noels et al. (1999) claims that high learners motivation involves them to make less psychological efforts and to feel less anxious ; a fact which is advantageous for them because being motivated is reflected by some characteristics like :enthuasism ,hard work and concentration . These learners motivate others and facilitate group work .Besides, they are dependable an do not need continual praising (Al Othman and Shuqair 2013) .Yet, many scholars hold that high motivation is not always necessary because even with moderate motivation can gain positive results .For example, Flemens (2009) reveals that a moderate level motivation is good for learners to achieve a satisfying performance .To sum up, motivation has a positive effect on oral presentation.

What can be concluded is that high levels of anxiety minimize motivation efforts and hamper the learner from reaching positive results when delivering a

speech .Then, it is crucial for learners to know the way to reach a high level of motivation along with keeping anxiety at its lowest level

1.6. Previous studies:

Before conducting our research, there were a number of related studies.

Bali conducted a study entitled ″The impact OF Motivation and Anxiety on Master EFL University Students' Oral Presentations″ during the academic year 2016-2017 .The aim of this study is to investigate the impact of both motivation and anxiety on students' oral presentations and to know the strategies used by the students in order to alleviate the level of anxiety .The findings show that high level of anxiety have a negative effect on learners .On the other hand ,a high level of motivation is needed . Students had to make a balance between both variables by following the proposed suggestions to achieve a good performance.

Another study carried by Aouatif (2015) entitled as ″The Main Psychological Factors Affecting Learners' Oral Performance ″ .The study aims were to investigate the relationship between learners 'psychological state and their achievement in oral production .The intention of this research was to explore the psychological factors ,mainly ,motivation ,self esteem ;and anxiety that influence learners' oral performance in speaking English .It was to find out if learners with high self esteem ,motivation and less anxiety can produce better English than others . The sample consisted of 24 students from Biskra University with two questionnaires to be answered .The findings of the study showed that most of the teachers and students are aware about the significant role of psychological factors in developing learners 'oral performance. They also revealed that psychological factors have a great impact on oral performance because most learners' problems are due to their psychological state mainly motivation, self-esteem and anxiety .Some students are linguistically competent in the language. However, Their luck of motivation , being highly anxious ,and doubtful of their own abilities , triggered many difficulties in engaging in speaking activities and in some situations they avoid participating at all through being absent of classes .On the other hand , learners with high self-esteem ,who have

the motivation to speak English language ,and who are able to get rid of anxiety can successfully achieve a high level in speaking the language .

Based on the aforementioned studies, we could find out that none of them has examined the entire types of motivation in oral performance. Additionally, they also did not consider the internal and external factors that affect students' motivation. Differently, this study is an attempt to examine the concerned phenomenon from a rather wider angle in a different learning context. It tries to explore students' awareness of the effect of motivation and anxiety on their speaking performance. Besides, it seeks to determine the anxiety and motivation level of second year EFL students in the English department at Yahia Fares University-Medea.

1.7. Theoretical framework of motivation

This section is an attempt to review the theoretical framework relevant to approach the concerned phenomenon. Despite the wide range of psychologically-based theories which are ready to account for the effect of learners' psychological factors on their learning intakes, yet, we have opted for self –Determination Theory (Deci and Ryan, 1985a) for its typical pertinence with the topic.

1.7.1. Self Determination Theory:

One of the most influential motivation models adapted to L2 motivation investigation in the last decade is Self-Determination Theory. This latter was initiated by Deci and Ryan (1985a) as a model of motivation. They assume that people have an innate tendency for personal growth ,psychological development ,mastering challenges in the environment, and integrating experience into self – concept. According to Ryan & Deci (2000b), there are three universal and innate basic psychological needs which should be nurtured for individuals' personal development ,well- being ,and integration into their environment .There are needs for competence ,autonomy, and relatedness .Autonomy is the strivings of people to be the origin of their behaviours or to have a right in determining them ; however, competence refers to peoples' striving to experience efficacy to understand the

instrumentalities leading to desired outcomes and to be able to affect these. Relatedness involves peoples' desires to relate to or care for others and to feel satisfying and coherent involvement with social environment (Deci & Ryan ,1991,p .243) .This theory proposes three basic constructs of motivation: intrinsic motivation ,extrinsic motivation , and amotivation .It investigates them with their sub-types .They will briefly be introduced below.

Extrinsic motivation: people with extrinsic motivation engage in activities foe some outcomes separate from these activities, but rather for their own enjoyment .Extrinsic motivation is analyzed in four different categories : external regulation , introjected regulation , identified regulation ,and integrated regulation (Ryan & Deci ,2000a) .External regulation is the most controlled form of extrinsic motivation .Reasons of externally regulated behaviours are completely separate from them .Externally regulated people do activities because of external resources such as getting a reward or avoiding punishment .Introjected regulation is a degree of more self –determined type of extrinsic motivation than external regulation .The reasons of behaviors are based on introjected regulation which are to avoid shame and guilt or to attain esteem and self-worth .Identified regulation is a more self –determined type of extrinsic motivation .In this type of motivation ,people do activities since they find them personally valuable ,important ,and useful .Integrated regulation is the least controlled type of extrinsic motivation .It is related to choiceful behaviours fully assimilated with individuals' other values, needs and identity (Dornyei,2001 , p.28) .

However, Intrinsic motivation refers to engaging in activities for their own sakes and for the satisfaction from participation in them (Pelletier,Tuson , Green-Demers,Noel& Beaton,1998) .Instrincly motivated behaviuors are performed for the fun or challenge inherent in them rather than because of external pressures or rewards (Ryan and Deci,2000a) .This type of motivation is divided into three categories ; intrinsic motivation to know ,intrinsic motivation to accomplish and intrinsic motivation to experience stimulation .Intrinsic motivation to know refers to doing an activity for the pleasure concerning the development of knowledge and

new ideas. Intrinsic motivation to accomplish refers to attempting to realize a goal or master a task. Intrinsic motivation to experience stimulation is related to engagement in an activity for the enjoyment, fun, or excitement associated with it (Vallerand, Pelletier, Balais, Senecal & Vallieres, 1992)

Differently from the previously mentioned types of motivation, amotivation is the luck or absences of motivation .A motivated people do not see any relationships between the behaviours they do and their outcomes (Rattel et al., 2007).

Conclusion

To conclude the present chapter reviews motivation and anxiety in terms of concept, types , affects, and impact on learners‟ performance and achievement in addition to the main issues that most EFL learner suffer from “anxiety” ″motivation″ . As there is a very strong link between mentioned factors and speaking skill. It is obvious that most of students experience a certain types of those factors in speaking activities. Moreover. EFL learners and teachers should be aware of theses psychological factors factor that impede the learning process especially in the speaking skill. They should also realize that language learning is a potentially stressful process for some learners. Those factors are clearly an issue in language learning and have an effect on speaking English to some students. Furthermore, positive emotions will improve learners’ achievement in language learning. When teachers know learners problems, they could provide an appropriate and enjoyable atmosphere through lowering those factors, developing learners’ self-esteem, and finding what motivates them to learn. Consequently, students will trust their abilities and feel comfortable to speak. When learners in classroom feel happy to learn English, they are motivated and self-confident it is easy for them to improve their language learning, and oral performance. Since there is relation between those factors.

Chapter Two:

Research Methodology

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Research Methodology

2.1. Introduction

This chapter is a portray of the practical phase of the study, which endeavours to shed light on two factors of major importance related to students 'oral performance: anxiety and motivation .it attempts to reveal the procedure through which the research questions could be addressed. To achieve the purpose, we have relied on two different data collection tools which are a questionnaire conducted to (20)second year students of the LMD system in the English department at Medea university and an interview conducted with teachers (4)of the same department . This chapter aims at giving a detailed description of the steps followed throughout this research. It describes the research design, research tools, sampling method, and data collection instruments and data collection procedures.

2.2. Research Methods

2.2.1. Research Design

Among all the scientific methods of an academic research. The current study employed the exploratory approach .this study relied on a mixed method approach (qualitative and quantitative) to collect the requisite data and to carry out the investigation of the impact of the psychological factors that provoke EFL students' speaking inhibition. For the sake of this study, a combination of qualitative and quantitative data was used so as to have a clear insight into the issue at hand and have a multidimensional inspection of the research topic.

2.2.2. Research Tools

The underlying need for data collection is to capture quality evidence that seeks to answer the research questions. To answer these questions we have adapted two different research tools which are the questionnaire and a structured interview .the questionnaire will be administrated randomly to (20) second year LMD students of English department at Medea university .in addition to the interview that was addressed to (4) teachers in charge of teaching speaking module. Both of the questionnaire and the interview are very important data collection tools through which we could elicit a better understanding of students 'difficulties in learning English and to identify the main psychological factors that affect the participants 'oral performance in English speaking class .

2.2.3. Sampling and Research Participants

2.2.3.1. The Sample of the Study

In order to get answers for our questionnaire, we dealt with second year students of the LMD system in the English department of Medea University, in the academic year 2022/ 2023. Our questionnaire was delivered to (20) students; their ages are between 19 and 22 years old. Arabic is their mother tongue language and English is their second foreign language. The participants were chosen randomly among the total number of second year students 'population .we chose second year students in this study as a representative sample following a convenience technique. The sample was appropriate to our research work, for their accessibility and availability. They used to be English students I the English department since 2022/2023, thus, they have the linguistic competence to express their ideas appropriately. Moreover, they have through the English speaking class for one year; thus, they have a previous conception about the two investigated psychological factors, anxiety, lack of motivation and their impact on oral performance. Besides, a questionnaire and interview as tools for data collection were used to deliver to oral

teachers of the same department since they are the main variables of this study.Their opinion and comments on the interview's questions are very important to test our hypothesis and conduct the investigation. For the sake of this work, our interview includes 16 questions which are related to our research questions.

2.2.3.2. Participants

The current research entailed two kinds of participants, students and teachers. The population of this study consists of second years students of the LMD system in the English department at Medea university .in the academic year 2022/2023. the participants were 20 students of English ,aged from 19 and 22 years old in which 10% (2) were males and 90%(18) were females .to be the representatives of the total population . The reason behind selecting second year students is that at this level are more likely to experience such psychological problems like anxiety and lack of motivation with their teachers

2.2.4. Data Collection Instruments

In any type of research there must be a research problem that requires a relevant data to be collected and different sources of evidence relevantly, this study is based on a qualitative and quantitative based data collection instrument, which are the students 'questionnaire and the teachers 'interview that were administrated to teachers and second year EFL students of Yahiya fares university of Medea, during the academic year 2022/2023.

2.2.4.1. Students' Questionnaire

The questionnaire is one from the most efficient instruments for collecting data .it was inspired by Horwitz (1986), and was called foreign language classroom anxiety scale (FLCAS). The questionnaire comes in a written form and consists of a number of either open ended or close ended questions. Brown (2001) states that "a questionnaire is any written instruments that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers "(p.111). The questionnaire is an efficient

instrument for gathering data.Dornyei (2009)indicated that questionnaire is especially valuable because they are efficient “in term of (a) research time, (b) research effort, and (c) financial resources “. (p.9).

Moreover, the goal behind this questionnaire was to measure and detect the major psychological factors that hinder the participants from well in the English speaking class.

2.2.4.2. Teachers' Interview

The second instrument has been used in this study is a structured interview. In this interview, we included 16 questions administrated to four teachers of English speaking module. It was to collect data about students feelings of stress in the speaking class and to elicit information regarding their opinions about these major psychological (anxiety and motivation), and the extent to which these factors may influence the students’ oral performance. teachers ‘interview provided a qualitative based data on their experience in teaching the speaking module .seidman(2006)indicated that “at the root of in depth interviewing is an interest in understanding the lived experience of the other people and the meaning they make of that experience “(p.9).

Moreover the structured interview was made up of 16 questioned divided into three sections. the first section is about personal questions (age , gender ,teachers qualification ,teachers’ years of teaching , their choice of teaching English speaking class , and the last question was on how they evaluate their interaction with their students) .section two included questions about the relationship between anxiety and oral performance so as to know the extent to which teachers are aware about the impact of anxiety on their students ‘ oral performance . The last section is about motivation on oral performance. This section aimed at identifying the teachers ‘overview about the highlighted phenomenon.

2.2.5. Data Collection Procedures

This study is based on the personal contact with the participants. The process of choosing students to participate in our questionnaire was orderly carried since it was inside the university. The population of our questionnaire were second year at the university of Medea who were already informed that their answers will be very important in developing our research and that we will use them for an academic purposes. Before, collecting the data, the research questionnaire was revised by the dissertation' members and then, was proposed to the supervisor to confirm its validity. After that the investigation of the questionnaire successfully conducted. Moreover, the second technique used in this study was a structured interview addressed to four oral English expression teachers of the same university. Hopefully, both of the questionnaire and the interview have been answered, and an interesting result was achieved.

2.3. Presentation of the Results

2.3.1. Data Analysis

To provides a clear view of the results and answers the two major research questions that were set before. The analysis of the research data was based on two most important tools which are the questionnaire and the interview to carry out the process of data analysis. and to have a clear comprehensive idea about the issue under this phenomena ,this study relied on a mixed method of both qualitative and quantitative data analysis methods .where, the students 'questionnaire will be analysed quantitatively and teachers' interview will be analysed qualitatively .

2.3.1.1. Data Analysis of the Questionnaire

In this study the collected data of the questionnaire provided numeric information that was analysed descriptively. The structured questionnaire was divided into three sections: in the first section we aimed to collect general information about the participants. The second section entitled "anxiety on oral performance", provided a set of questions (13) about the student's interaction on this psychological factor, their feeling and evaluation to heir oral performance level as it attempts to identify the major causes of anxiety, and its relation with oral

performance. the second section was about motivation on oral performance in which we identify correlation of motivation and oral performance .as a result to this questions we concluded that anxiety and motivation are the major psychological factors that hinder elf learners 'oral performance and that because of the fear of negative evaluation, the fear of speaking in public, self-perceived competence, lack of self-confidence. Then the statistical data gathered where manually calculated, and tables were used in additions to the graphs for a well understanding of the questionnaire's dada.

The sample below was taken from 20 EFL learners of Yahiya fares university of Medea. During the academic year 2022/2023, in which the investigation was conducted.

2.3.2.1. Data analysis of the interview

In addition to the students questionnaire it was very important to administer another toll for the teachers in form of structured interview conducted to four teachers from the department of English at Yahiya fares University of Medea.Consist of 31 questions divided into three parts. The first part was all about "general information". The second part entitled "anxiety on oral performance" aims to investigate the effect of anxiety on student's oral performance from teachers 'view point. And discover the teacher's perception about the existence of anxiety on their students' learning process. The third part entitled "motivation on oral performance" aims to discover the teachers opinion about the influence and the correlation of motivation on oral performance. At the end of this interview all the data provided was qualitatively analysed based on content analysis.

Conclusion:

This chapter is a description of the steps followed for collecting the data needed for this research as it is the practical side of the dissertation. This chapter begins with an introduction and a research design where we provided a general description of the current study, and then we shed the light on the main research tools used for data collection. a structured questionnaire along with an interview were the

appropriate tools utilised to achieve both of qualitative and quantitative data based on the answers of the participants. The last section relates to the data collection procedures.

Chapter Three:

Data Analysis and Results

3.1. Introduction:

The chapter aims at investigating the main two factors that affect oral performance .Since the teachers and the learners are the main variables of this study For that we have conducted a questionnaire for the students and an interview for the teachers .Their opinions and experiences are very important to test the stated hypothesises. Our questionnaire took place in the Department of English at Medea University .Our study consisted of twenty second year students We used it to investigate the impact of the two main psychological factors namely anxiety and motivation in oral performance and to determine if anxiety and motivation are related to oral performance and to explain the nature of the relationship between the two factors. These participants were selected to represent the whole population of second year EFL LMD students at Medea University ,during the academic year 2022 / 2021 while the interview was addressed to four (04) teachers of Oral module at the department of English , Medea University .The teachers will benefit us through their opinions .about the impact of both students' anxiety and motivation they may observe through students 'performance .Likewise ,This chapter is devoted to the statististical analysis of the findings.

3.2.4. Analysis of the Questionnaire

Section one: Background information

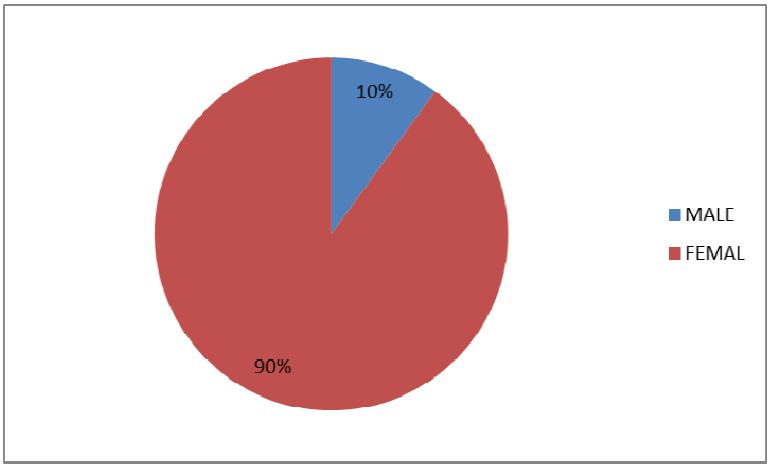
Question One:

Gender.

a) Male
b) Female

Gender	Number Of Pupils	Percentage
Male	2	10%
Female	18	90%
Total	20	100%

Table 1: Pupils 'gender



Graph 1*: *Gender distribution

From this distribution it is obvious that most of the participants are female .There are 18 females (90%), while the number of males is 2(10%). So girls tend to be more interesting with English as Foreign language.

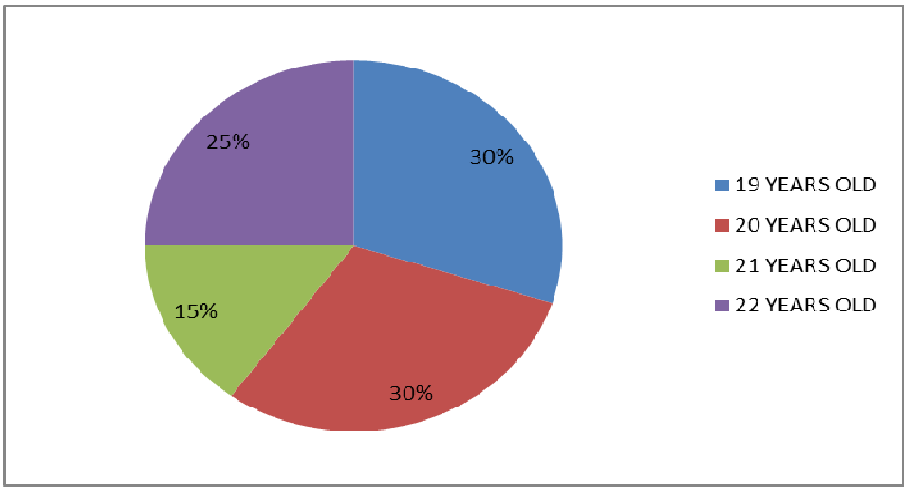
Question Two:

Age.....Years Old.

Age	Number Of Pupils	Percentage
19	6	30%
20	6	30%
21	3	15%
22	5	25%

Total	20	100%

Table 2: Age distribution



Graph 2: ***Age distribution.***

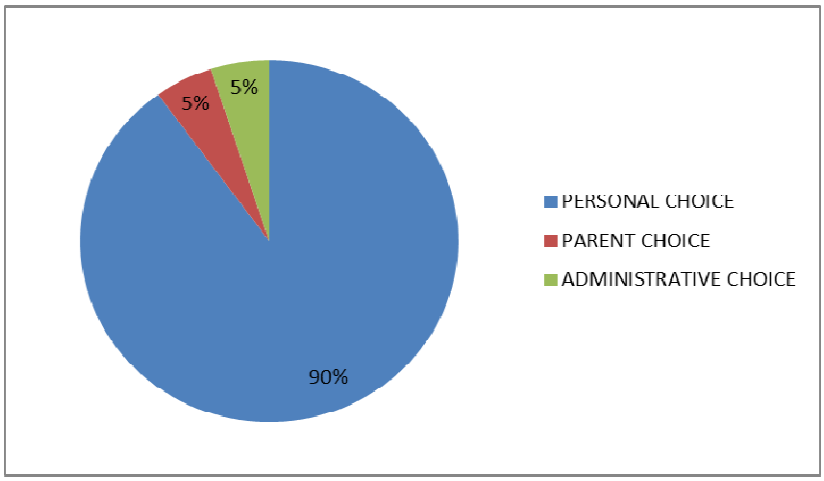
We have found that the students who were answered our questionnaire their age between 19 and 22 years old. students of 19 years old are 6 and represent (30%) ,the same number goes to students who have 20 years old ,3 of them have 21 years old (15%) and the rest 5 students have 22 years old and represent (25%). We notice that the majority of learners are teenager

Question Three:

Why Did You Choose To Study English At University?

Option	**Number Of Pupils**	**Percentage**
Personal Choice	18	90%
Parent Choice	1	5%
Administrative Choice	1	5%
Total	20	100%

Table* 3: why did you choose to study English at university*?



Graph3: why did you choose to study English at university?

According to this chart, the students who were chosen to study English as a personal choice are 18 making up (90%) while those who were chosen to study English as a parental choice are (5%) of students choose to study English to make their parents satisfied (1 student) , and the same percentage (5%) i.e., 1 student his /her choice was administrative .

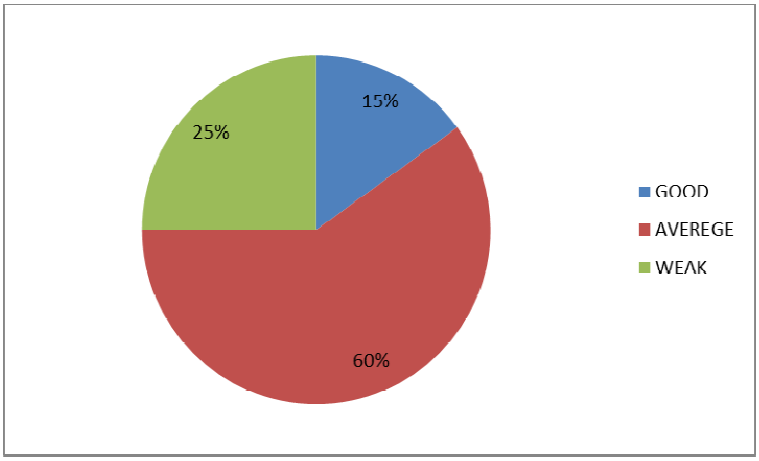
Therefore studying English is the desire of the majority of students

Question Four:

How Do You Evaluate Your English Language?

Option	**Number Of Pupils**	**Percentage**
Good	3	15%
Average	12	60%
Weak	5	25%
Total	20	100%

Table 4: how do you evaluate your English level?



Graph 4: how do you evaluate your English level?

The above question aims at knowing about students 'perceptions of their level in English. According to the results obtained in the above chart students' who evaluate their English as good making up (15%). This implies that they are satisfied about their level. While twelve participants making up (60%) state that their level in English is average are12 students (60%).On the other hand .Only five students (25%) display that their level is weak.

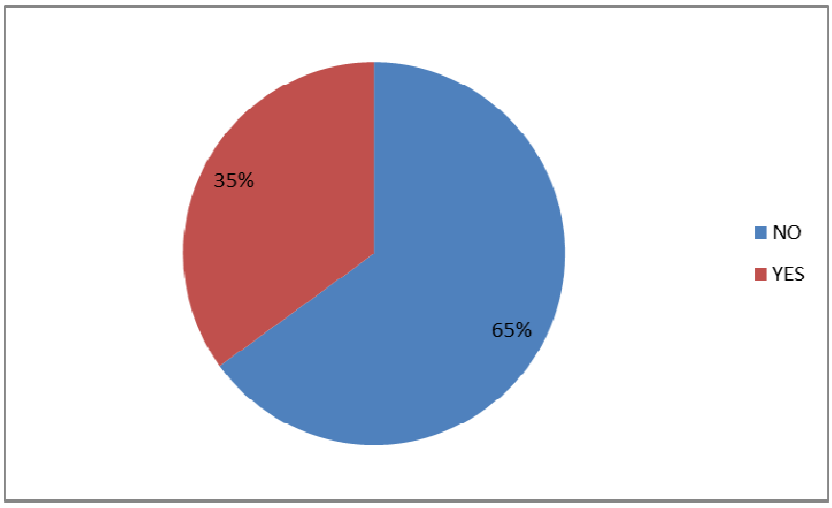
Question five:

Do You like Oral speaking class?

Option	**Number Of Pupils**	**Percentage**
Yes	7	35%

No	13	65%
Total	20	100%

Table 5: Do you like oral speaking cla



Graph5: Do you like oral speaking class?

Seven students (35%) answered that they liked oral speaking class .While thirteen students (65%) answered negatively .Visibly were no keen to learn English and not willing to improve their speaking skill expression class. Students who like the oral speaking class stated that it was the session that allowed them to freely express their thoughts and ideas in English. However, students who answered negatively explained that they were not given any opportunity to speak and practice English during the oral speaking class. Others said that they felt shy that they never could not even answer the teachers 'question.

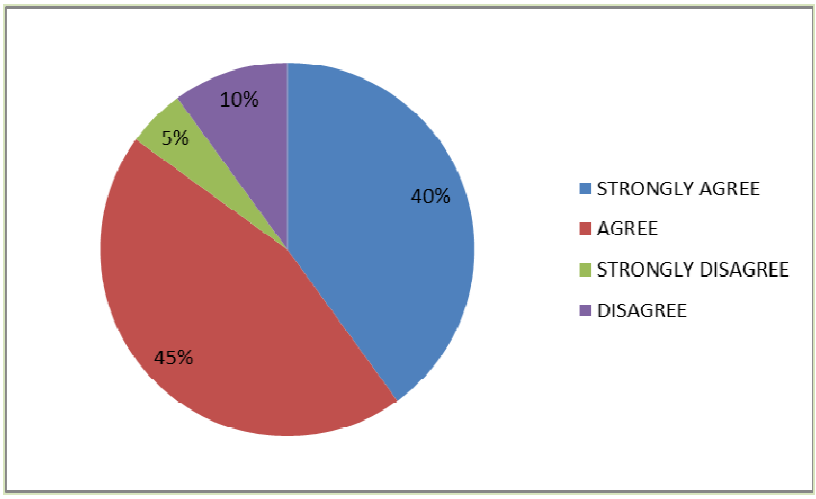
Section Two: Anxiety on English Speaking Performance

Question One:

I never feel quite sure of myself when Iam speaking in my English class.

Option	Number Of Pupils	Percentage
Strongly Agree	8	40%
Agree	9	45%
Strongly Disagree	1	5%
Disagree	2	10%
Total	20	100%

Table 1: I Never Feel Quite Sure Of Myself When I Am Speaking In My English Class



Graph 1: I never feel quite sure of myself when I am speaking in my English class

The results display that the number of students who are strongly agree with the above expression are 8 students (40%). and 9 students (45%) are agree. And those who are disagree with this statement are (5%), 1 student only.

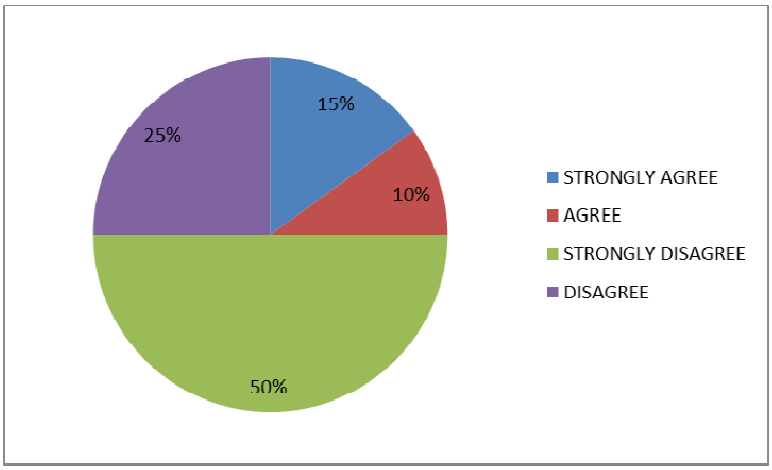
From these results we can conclude that nearly all students do not feel comfortable and are not competent.

Question Two:

I am not worried about making mistakes in English speaking class.

option	number of pupils	percentages
strongly agree	3	15%
Agree	2	10%
strongly disagree	10	50%
Disagree	5	25%
Total	20	100%

Table 2: I am not worried about making mistakes in English speaking class.



Graph 2: **I am not worried about making mistakes in English speaking class**

The results in the chart above show that ten students (50 %) strongly disagree that they are not worried about making mistakes while speaking in English class of them are strongly agree with the expression .Only, two students (10%)agree with that , while five learners (25%) disagree with that, whereas ten students (50%) strongly disagree with that .

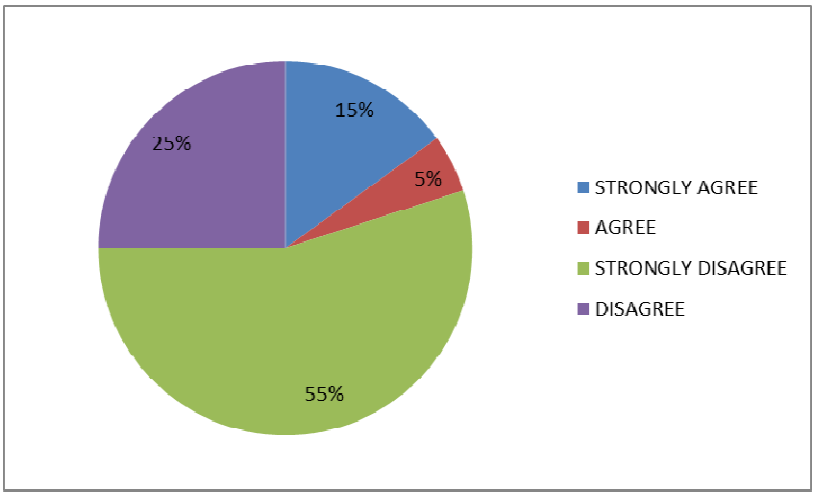
From this we deduce that the majority of students feel afraid of making mistakes so that they prefer keeping silent.

Question Three:

In oral examination, I can get so nervous I forget things I know.

Option	Number Of Pupils	Percentage
Strongly Agree	3	15%
Agree	1	5%
Strongly Disagree	11	55%
Disagree	5	25%
Total	20	100%

Table 3. In oral examination, I can get so nervous I forget things I know.



Graph 3. In oral examination, I can get so nervous I forget things I know.

From the results obtained in the above chart , eleven students (55 %) strongly disagree that they get nervous and forget things in the oral examination .Besides we have five students (25%) disagree ,whereas; three students (15%) strongly agree .Only one student (5%) strongly agree.

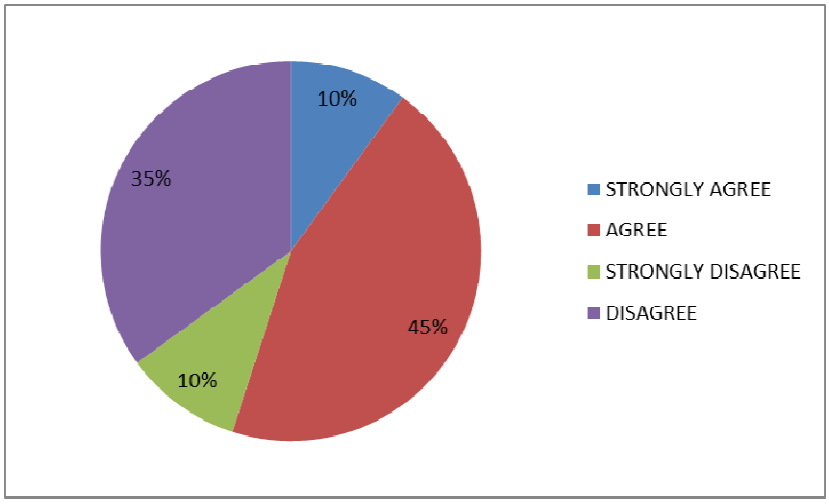
So, we noticed from the answers that the majority feel relaxed when they know that they are not going to present.

Question Four:

It gets nervous when I do not understand every word the teachers say.

Option	Number Of Pupils	Percentage
Strongly Agree	2	10%
Agree	9	45%
Strongly Disagree	2	10%
Disagree	7	35%
Total	20	100%

Table 4: it gets nervous when I do not understand every word the teachers say.



Graph 4: ***it gets nervous when I do not understand every word the teachers say.***

The statistics clarify that the number of students who are strongly agree with this expression are two students (10%), and those who are agree are nine students (45%),while ; seven students (35%) disagree. Only two students (10%) disagree.

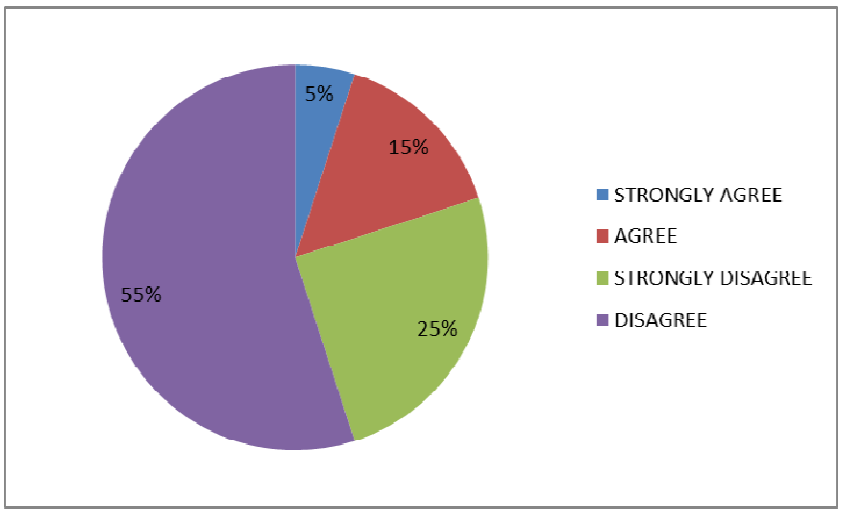
It is clear from the above statistics that students feel nervous when they don't understand their teacher.

Question Five:

I feel confident in speaking class.

Option	**number of pupils**	**Percentage**
strongly agree	1	5%
Agree	3	15%
strongly disagree	5	25%
Disagree	11	55%
total	20	100%

Table 5: I feel confident in speaking class.



Graph 5 : I feel confident in speaking class.

the above chart shows that eleven students(55%) disagreed ;while, five students (25%) strongly agree with that .Besides three students (15%) agreed with that .Only one student (5%). And those who are disagree with this statement

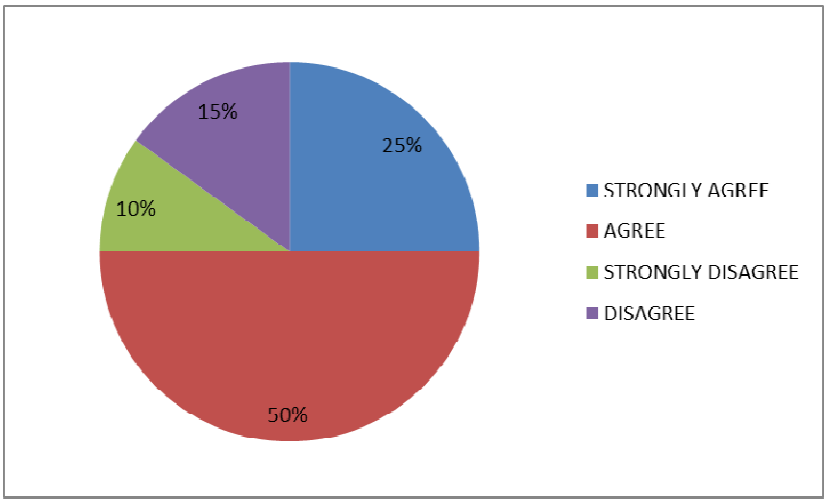
We noticed that plurality of students do not feel confident in speaking, they found it difficult to express their ideas and thoughts during oral class.

Question Six:

I always feel that the other students speak English better than I do

Option	**Number Of Pupils**	**Percentage**
Strongly Agree	5	25%
Agree	10	50%
Strongly Disagree	2	10%
Disagree	3	15%
Total	20	100%

Table 6 :I always feel that the other students speak English better than i do



Graph 6: I always feel that the other students speak English better than I do.

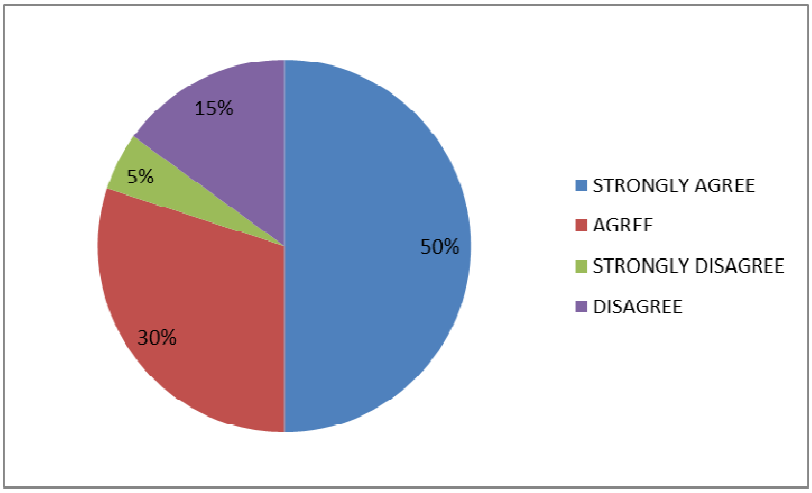
The results obtained in the chart above show that ten students (50%). Agreed that they always feel that the other students speak English better than them; whereas, five students (25%) strongly disagreed with that. while three of the students (15%) disagreed with that .Only two of the students (10%) strongly disagreed with that. From these results, we notice the number of students who feel that the other students are better than them in speaking English is higher than those who don't feel that.

Question Seven:

I Start To Panic When I Have To Speak Without Preparation in Class.

Option	**Number Of Pupils**	**Percentage**
Strongly Agree	10	50%
Agree	6	30%
Strongly Disagree	1	5%
Disagree	3	15%
Total	20	100%

Table 7 : I start to panic when I have to speak without preparation in class.



Graph 7: I start to panic when I have to speak without preparation in class.

The result indicates that ten students (50%) strongly agreed that their feel panic when they have to speak without preparation and six students (30%) agreed that they do not experience such feeling. Moreover, three students are disagree with this expression (50%). 6 of the students who answered our questionnaire are agree (30%). 3 students are disagree with this expression (15%). and only one student is strongly disagree with this expression.

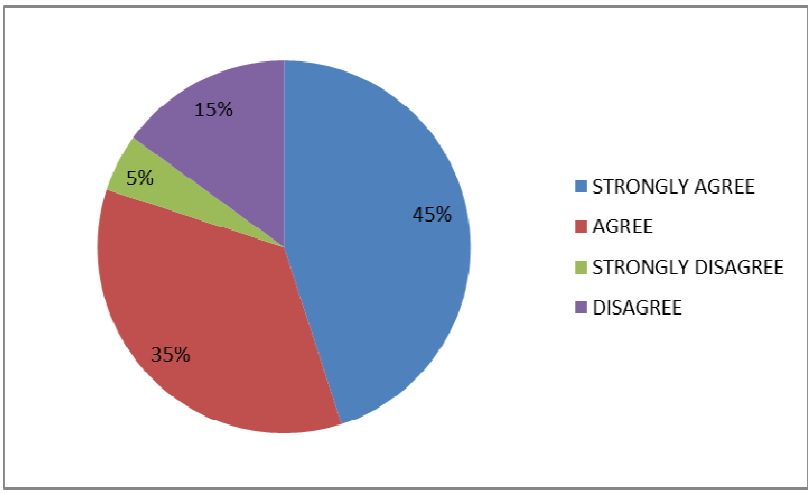
This statistics confirm that the majority of students cannot answer of speak without being prepared; they see that preparation is the purpose behind keeping silent in oral class.

Question Eight:

I am afraid that my English teacher is ready to correct every mistake I make?

Option	**Number Of Pupils**	**Percentage**
Strongly Agree	9	45%
Agree	7	35%
Strongly Disagree	1	5%
Disagree	3	15%
Total	20	100%

Table 8: ***I am afraid that my English teacher is ready to correct every mistake I make*****?**



Graph 8: I am afraid that my English teacher is ready to correct every mistake I make?

According to the above chart, nine students (45%) are strongly agreed and this is the highest percentage of our informants is concerned about teachers 'correction of their mistakes, where as seven students (35%) agreed with that (35%) and they do not display this kind of worries. Besides , three student (15%) disagreed with that ,the remaining participant (5%) strongly agreed with that .

Therefore, correcting learners' mistakes evokes them the feeling of failure which makes them unable to speak .This makes learners demotivated and fear to speak freely.

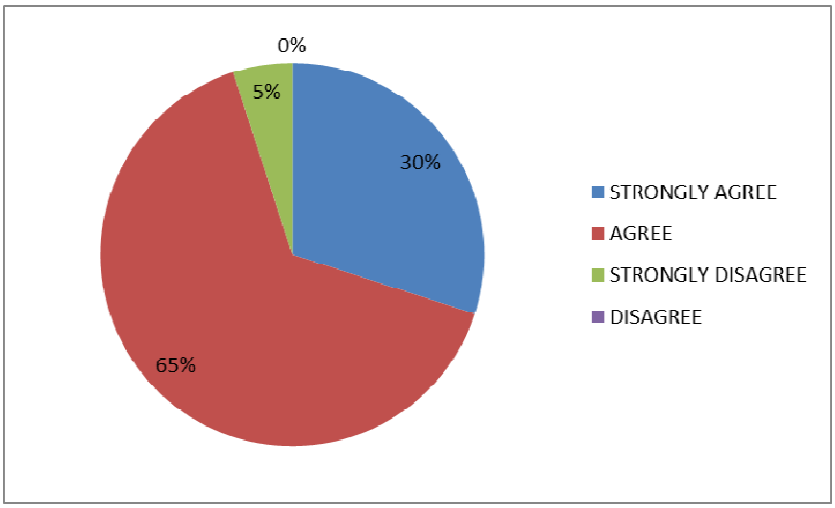
Question Nine:

I would probably feel comfortable about native speakers in English

Option	**Number Of Pupils**	**Percentage**
Strongly Agree	6	30%
Agree	13	65%
Strongly Disagree	1	5%

Disagree	0	0%
Total	20	100%

Table 9: I would probably feel comfortable about native speakers in English



Graph 9: I would probably feel comfortable about native speakers of the English language?

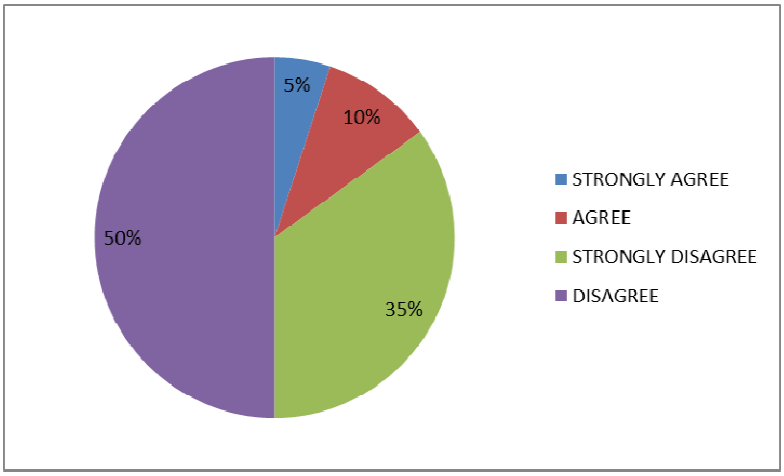
Thirteen participants (65%) strongly agreed that they are incapable to speak comfortably with native speakers of the English language . six students (30%) agreed ,while ; one students (5%) strongly disagreed with that .no one (0%) disagreed with that .From these results ,we understand that majority of our participants can't speak with native speakers of English language they are under inhibition while some of the students feel that they can speak with the native speakers of English .In contrast , there are some participants are undecided may be because they are not competent .

Question Ten:

In An oral English class, if I am not sure of an answer, I answer out Loud in class any way.

Option	Number Of Pupils	Percentage
Strongly Agree	1	5%
Agree	2	10%
Strongly Disagree	7	35
Disagree	10	50%
Total	20	100%

Table 10: I feel quite sure of myself when I am speaking in the classroom.



Graph 10: I feel quite sure of myself when I am speaking in the classroom

In this item students were asked to express how quite sure they feel when speaking in class , Ten students(50%)said that they disagreed while seven students (35) strongly disagreed with that . Others 2 (10%) state also that

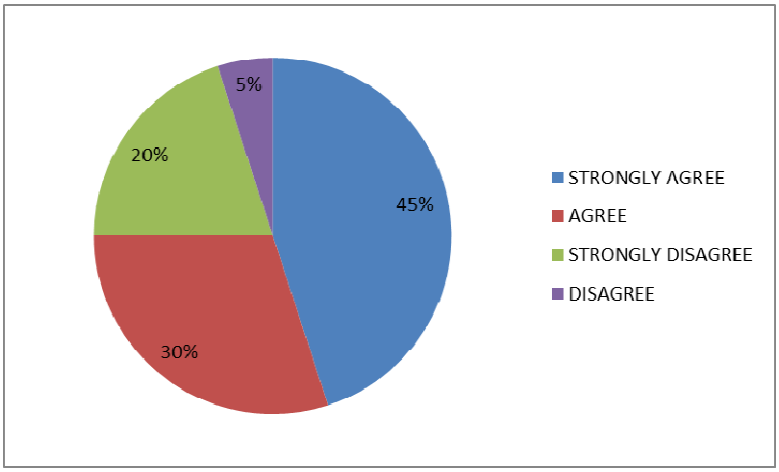
The above statistics reveal that pluralities of students do not have this amount of courage to answer out loud even when they do not know the answer; they do not like to take risk.

Question Eleven:

Even am well prepared for the English class I feel anxious about it

Option	Number Of Pupils	Percentage
Strongly Agree	09	45%
Agree	6	30%
Strongly Disagree	4	20%
Disagree	1	5%
Total	20	100%

Table 11: even I am well prepared for the English class I feel anxious about it.



Graph 11: even I am well prepared for the English class I feel anxious about it.

The results show that 9 students (45%) are strongly agreed that they feel anxious about the English speaking class, even if they are well prepared. Six of the students (30 %) agreed with that; whereas, four students (20%) are strongly disagreed with that and only one student (5%) disagreed.

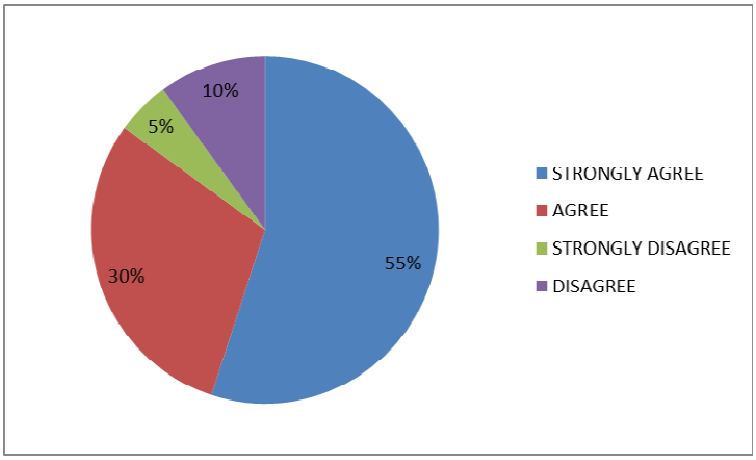
The results show that the majority of these students feel anxious even when they are well prepared.

Question Twelve:

It gets nervous when the oral expression teacher asks questions that I have not prepared before

Option	Number Of Pupils	Percentage
Strongly Agree	11	55%
Agree	6	30%
Strongly Disagree	1	5%
Disagree	2	10%
Total	20	100%

table 12 ***:it gets nervous when the oral expression teacher asks questions that i have not prepared before.***



Graph* 12: *it gets nervous when the oral expression teacher asks questions that I have not prepared before.

students ' answers to this reveal that 11 students are strongly agree with this (55%), 6 students are agree with this expression (30%). and those who are disagree are 2 students (10%), and only one student is strongly disagree with this statement (5%).

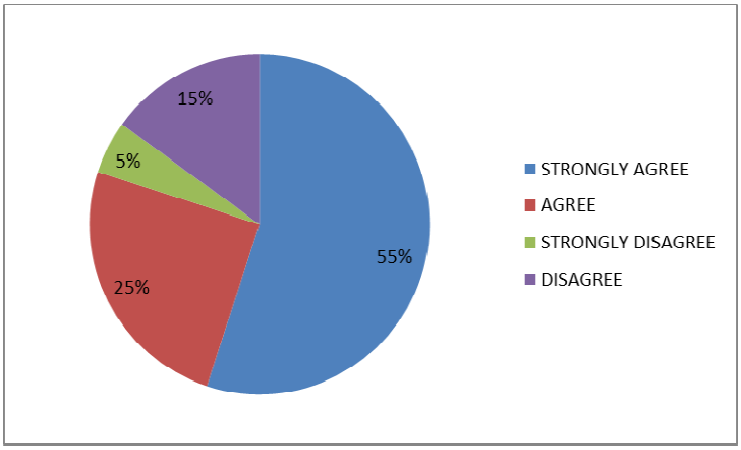
These results show that the majority of students get nervous when they cannot answer the teacher's question.

Question Thirteen:

I feel students will laugh at me when I speak English in the classroom

Option	Number Of Pupils	Percentage
Strongly Agree	11	55%
Agree	5	25%
Strongly Disagree	1	5%
Disagree	3	15%
Total	20	100%

Table 13*: I feel students will laugh at me when I speak English in the classroom*



Graph 13: I am afraid that the other students will laugh at me when I speak English inside the classroom.

According to the results shown in the above , eleven student (55%) strongly agreed to be laughed when speaking .Unlike five students (25%) agreed and negate

this idea .That they feel at ease when they speak . While three (15%) disagreed with that. Besides, only one student (5%) strongly disagreed.

Approximately, most of our participants display the fear of being laughed at caused their low self esteem, negative self- perceptions, or self- confidence . Moreover ,this feeling can also be because of students' relationship either with teacher or classmates ,if it is not good ,or their unfamiliarity with their peers .In fact all factors lead to anxiety .Anxious learners give too much importance to their peers ,negative to make mistakes and be corrected in front of the hole class which they consider as humiliation .Besides ,they think that if they ask or answer a question, it should be corrected . Otherwise they consider themselves in incompetent who decreases their self -esteem .As a result .They do not participate in the English class. That is why some students take much time before they ask or answer a question .All these factors are related to classroom environment.

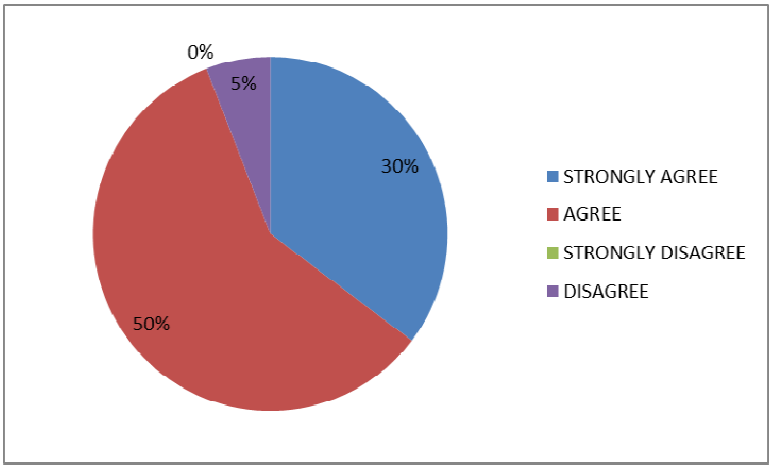
Section Three: motivation on English speaking performance

Question One:

I have a strong desire to know all *the aspects of English*

Option	Number Of Pupils	Percentage
Strongly Agree	6	30%
Agree	10	50%
Strongly Disagree	0	0%
Disagree	1	5%
Total	20	100%

Table1 : I have a strong desire to know all the aspects of english



Graph 1 : I have a strong desire to know all the aspects of English.

The statistics of this expression show that the number of students who are strongly agree that they have a desire to know all aspects of English is 6 students (30%). students are agree with this expression (50 %). In the other hand,4 students express their disagreement with this (20%).

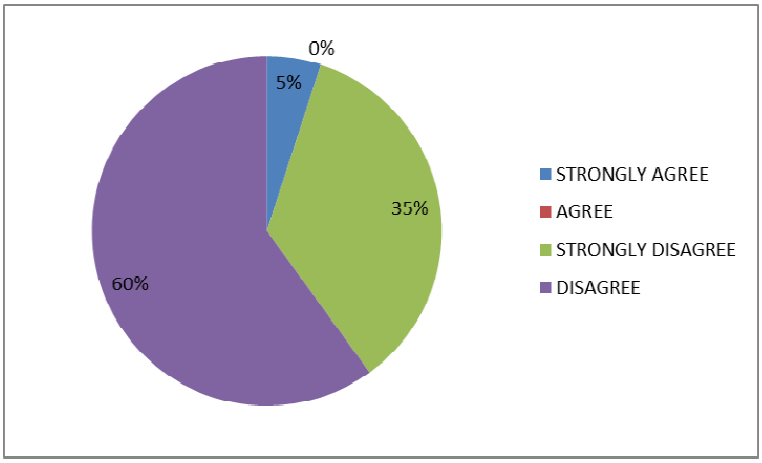
Through the analysis of the above statistics we found that the majority of students have a strong desire and want to know all aspects of the English language

Question two:

Do you feel motivated during English oral class?

Option	**number of pupils**	**Percentage**
strongly agree	1	5%
Agree	0	0%
strongly disagree	7	35%
Disagree	12	60%
Total	20	100%

Table 2 : Do you feel motivated during english oral class



Graph 2: Do you feel motivated during oral speaking class?

The results above illustrate that the number of students who reported that they are agree with the expression is just one student (5%).while twelve students (60%).disagree . seven students(35%). Report that they are strongly disagree.

We deduce that the majority of students do not feel motivated during the English oral class.

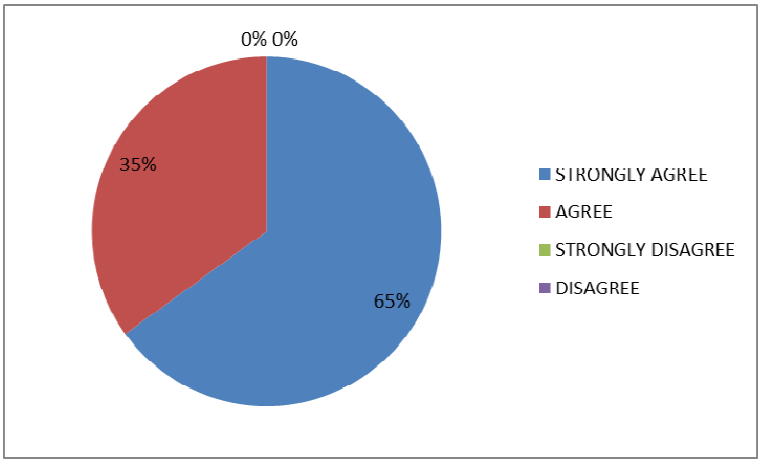
Question three:

Learning to speak English is important because I will be able to interact more easily with English's speakers

Option	**Number Of Pupils**	**Percentage**
Strongly Agree	13	65%
Agree	7	35%
Strongly Disagree	0	0%
Disagree	0	0%

Total	20	100%

Table 3: learning to speak English is important because I will be able to interact more easily with English speakers.



Graph 3: learning to speak English is important because i will be able to interact more easily with English speakers.

From the chart above students (65%).7 of them are agree with the statement (35%).From the above statistics, we can say that all students believe that learning to speak English is very important .

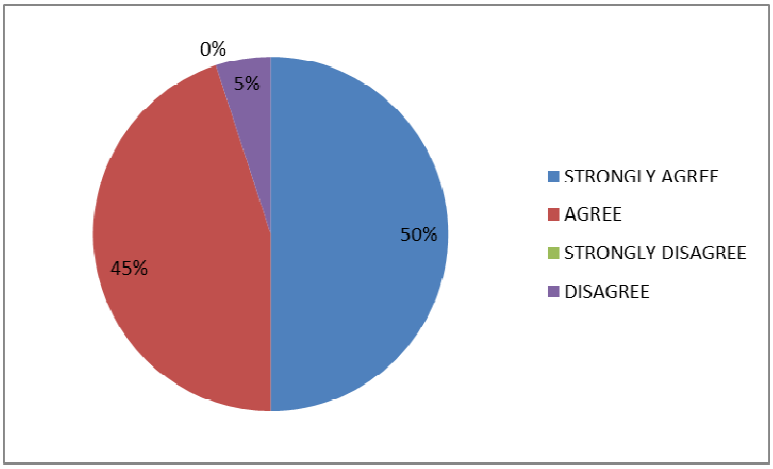
Question four:

Learning to speak English is more important because it will allow to be more at ease with people who speak English

Option	**Number Of Pupils**	**Percentage**
Strongly Agree	10	50%

Agree	9	45%
Strongly Disagree	0	0%
Disagree	1	5%
Total	20	100%

Table 4 : Learning to speak English is more important because it will allow to be more at ease with people who speak English.



Graph 4: learning to speak English is more important because it will allow to be more at ease with people who speak English.

The statistics show that 10 students are strongly agree with this statement (50%), 9 students of the total number of students who received our questionnaire are agree (45%). And the rest one student is disagree with the expression

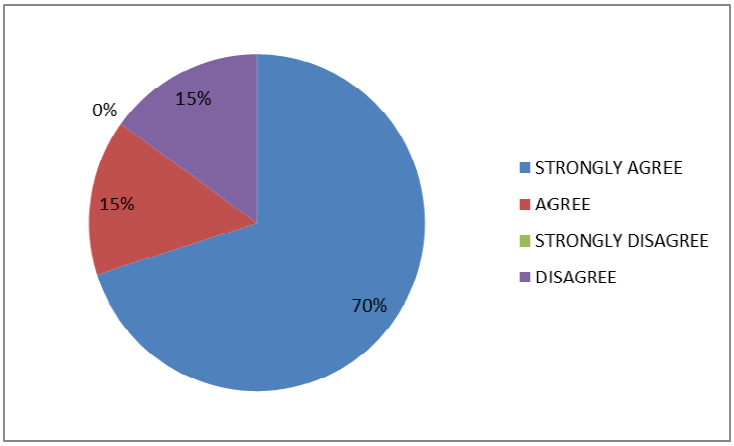
Question six:

Knowing English is very important goal in my life

Option	**Number Of Pupils**	**Percentage**
Strongly Agree	14	70%

Agree	3	15%
Strongly Disagree	0	0%
Disagree	3	15%
Total	20	100%

Table 7 :Knowing English is very important goal in my life.



Graph 7: knowing English is very important goal in my life.

The results of the above statement reveal that fourteen students are strongly agree with it (70%), 3 students state their agreement with it (15%). And the rest 3 students are disagree with the expression (15%).

The percentage of students' answer of our questionnaire proves that the majority agree that learning English is important.

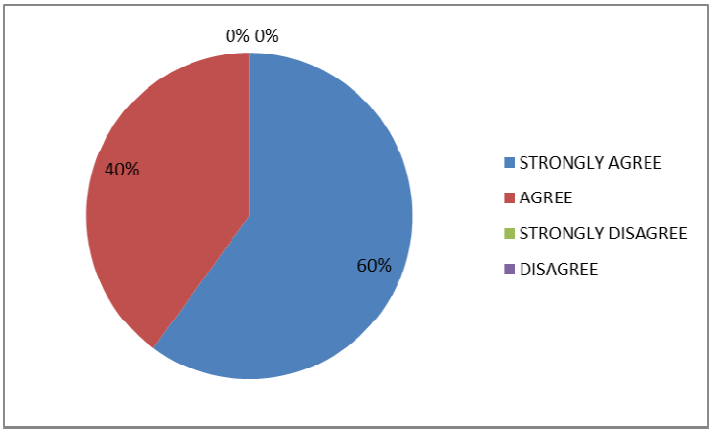
Question eight:

I don't want to learn speaking English because speaking language is not important for me?

Option	**Number of pupils**	**Percentage**

Strongly agree	12	60%
Agree	8	40%
Strongly disagree	0	0%
Disagree	0	0%
Total	20	100%

***Table 8*: *I don't want to learn speaking English because speaking English is not important for me*?**



Graph 8: I don't want to learn speaking English because speaking English language is not important?

The above chart shows that twelve students (60%) strongly agree that they don't want to learn English. And the rest 40% of students are agree (8 students)

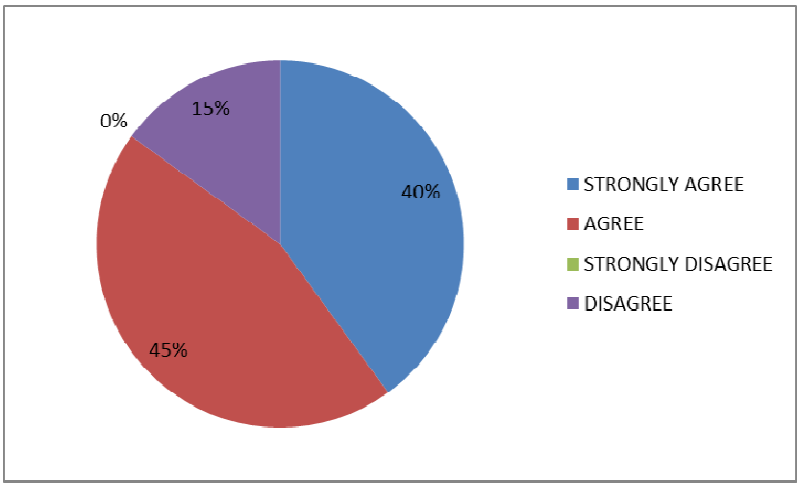
The statistics show that all students want to speak English fluently in a way that becomes natural for them.

Question nine:

My speaking lecture is not a great source of inspiration for me

Option	Number Of Pupils	Percentage
Strongly Agree	8	40%
Agree	9	45%
Strongly Disagree	0	0%
Disagree	3	15%
Total	20	100%

Table 9: my speaking lecture is not a great source of inspiration for me



Graph 9: My speaking lecture is not a great source of inspiration for me

The statistics show that eight students (40%). believe that the speaking lecturer is a source of inspiration, while eight students (45%) agreed with that. Whereas three students (15%) reported their disagreement with that.

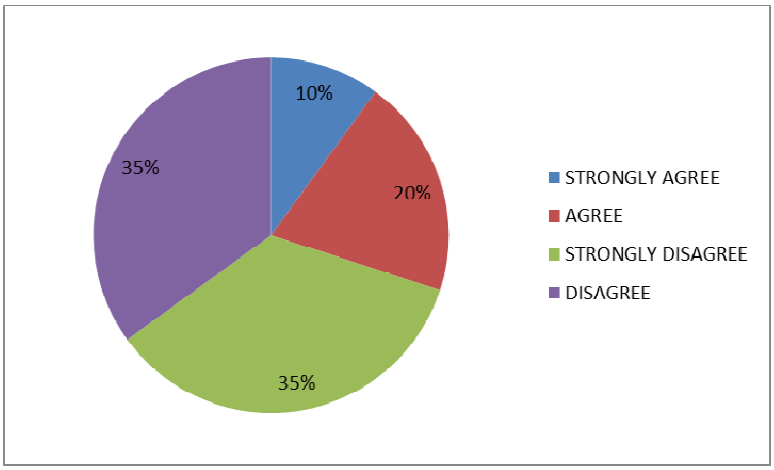
Question ten:

Learning to speak English is important because others will respect me

Option	Number Of Pupils	Percentage
Strongly Agree	2	10%
Agree	4	20%
Strongly Disagree	7	35%

Disagree	7	35%
Total	20	100%

Table 10: learning to speak English is important because others will respect me



Graph 10: Learning to speak English is important because others will respect me.

It is clear from the results that the number of participants who are strongly agree are two students (10%), those who agree are four students (20%). Thus, those who reported that they are disagree with that are seven students (35%). And the remaining students (35%) strongly disagree with that.

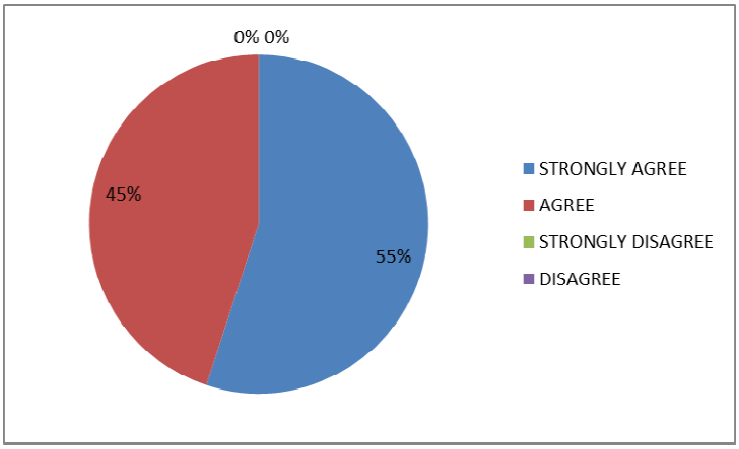
Question eleven:

Learning to speak English help me interact more easily into English speaking communities

Option	**Number of pupils**	**percentage**
Strongly agree	11	55%

Agree	9	45%
Strongly disagree	0	0%
Disagree	0	0%
Total	20	100%

Table 11: learning to speak English help me interact more easily into English speaking communities



Graph 11: Learning to speak English help me interact more easily into English speaking communities

From the statistics we found that all students reported their agreement that speaking English help to integrate into English speaking communities. In which 11 students are strongly agree with this expression (55%), and the other 9 students are agree with it (45%).

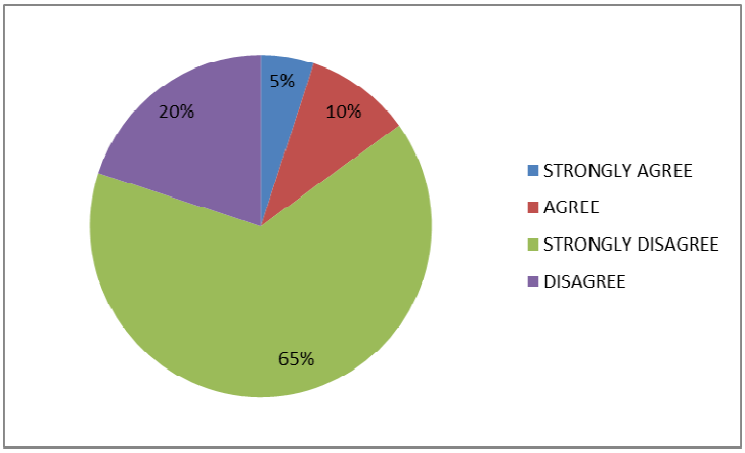
We notice from the above results that all participants agree that speaking English helps to integrate into the communities in which English is used as a mother tongue.

Question twelve:

I enjoy discussion in English class

Option	Number Of Pupils	Percentage
Strongly Agree	1	5%
Agree	2	10%
Strongly Disagree	13	65%
Disagree	4	20%
Total	20	100%

table 12 : I enjoy discussion in English class.



Graph 12: I enjoy discussion in English class

When asking this, students answer as following:

One student is agree with this (5%), 2 students are disagree with this statement (10%). In the other hand, 4 students reported their disagreement (20%), and the rest 65% are strongly disagree with this expression (13 students).

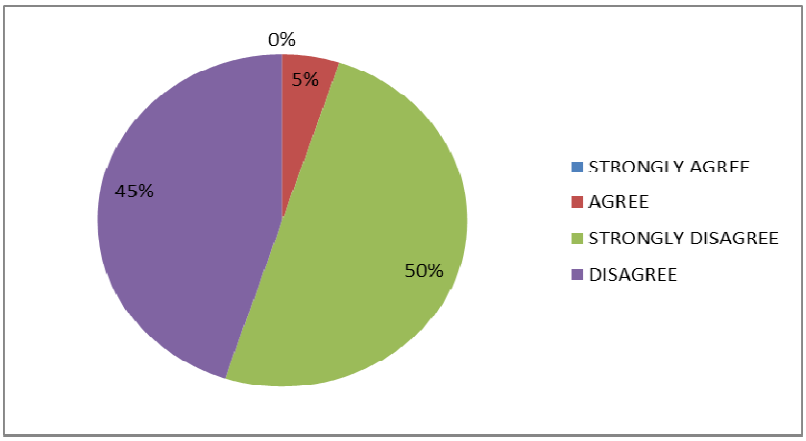
We deduce that the majority of the participants who answered our questionnaire do not enjoy discussions in English class.

Question thirteen:

I feel free to express myself in spoken English than I do in first language

Option	Number of pupils	percentage
Strongly agree	0	0%
Agree	1	5%
Strongly disagree	10	50%
Disagree	9	45%
Total	20	100%

Table 13: I feel free to express myself in spoken English than I do in first language



Graph 13: I feel free to express myself in spoken English than I do in first language.

The statistics confirm that almost all participants reported their disagreement with this statement. In which only one student is agree with this (5%). Whereas 9 students are disagree (45%). And 10 students are strongly disagree (50%).

We deduce that students do not feel free while speaking in the second language.

3.3. Teachers 'interview

3.3.3. Analysis of the Interview

The first section analysis:

1_gender:

The teachers who answered our interview are 3 teachers (male). And the rest one teacher was (female).

2_Age:

The teachers answers concerning this question that identify their age is that the first one is 34 years old .two teachers are 36 years old (50%), and the last one is 40 years old (25%).

The results show that the teachers' age ranges between 34 and 40 years old.

3_Teachers' qualification:

Two teachers had a doctorate degree .Others have Master degree. This indicates that there is a big significant difference between teachers 'qualifications .we can say that ,their experience in teaching EFL at the university can help to investigate the issue of learners' speaking anxiety and motivation .Their views and opinions can be very useful and we can rely on in our study.

4_how long have you been teaching English at university?

One of those teachers said that he had spent three years while the other one said that he had eight years the last two teachers claimed that they had spent nine years in teaching at Medea University .This indicates that teachers belong to different generations and they have an experience in teaching oral module.

5_do you like teaching English speaking class?

Teachers 'answer to the question is positive ″Yes″, all of them claimed that teaching speaking is too difficult they said that they like teaching oral module ,and the majority of the teachers justified their answers as follow : so, they can evaluate their performance easily , they believe that they are able to develop learners 'speaking skill .They like the interaction among their learners because it gives them confidence when they feel that the teacher care of them .They want to help the learners to learn speaking the English language ,because it is language of the world

.

Second section analysis:

1. How do you evaluate your students' oral English?

Two teachers thought that their students 'oral performance in English was average .whereas the other teachers said that it was poor. Teachers expressed a deep disappointment towards their student's oral performance.they seemed too anxious about their students 'performance later when they become teachers.

2. Do you feel that your students anxious during speaking class?

Generally, the majority of the teachers have the same observation and the same answer. Two of them said ″yes″ , another one said ″ some of them ″ while another teacher said″ somehow ″ .They noticed the existence of anxiety in their classroom .So they confirm that when anxiety exists in students 'learning students will face difficulties .This means that students suffer from some obstacles which reduce their speaking ability . Teachers are aware of the negative impact of anxiety on their student's achievements.

3. To what extent are they anxious high/medium or low?

Three responds said that their students are anxious in a high extent .In contrary the fourth teacher claimed that his students are anxious in a medium extentent .He claimed that these students try to participate and speak English by the beginning of the speaking class with time ,these students start losing their self confidence ,the also start shaking or lowering their voices as signs of anxiety .On the whole , teachers responses to this question show that approximately , most of their students are reluctant to speak because of the existence of anxiety and this will affect negatively their oral performance .

4. In your opinion what are the main cause of students' anxiety ?

One teacher said that ″the main cause of anxiety is fear from their teachers 'negative evaluation when they make mistakes .″fear of being evaluated by their

classmates' ″ fear of being laughted by their classmates″. ″ Fear of being less competent .Two teachers said that the major causes of anxiety is lack of self-confidence and communication apprehension when speaking English

5. Based on your experience, to what extent does the students' anxious feeling influence their oral performance?

The teachers' answers reveal that anxiety can make students hate speaking English inside or outside the classroom. Three teachers claim that anxiety cause inhibition, and prevent students from enhancing their speaking skill.

Part three: Motivation on oral performance:

1. Do you feel that your students are motivated during speaking class?

Responses to this question revealed that. not all the students are motivated during speaking class .Some students express their motivation as being neither high or low ,Besides there are some student express no motivation , According to the teachers perceptions about their students motivation , even those students who have a high motivation to study English they have low level in oral performance .As result their oral performance is being affected by the existence of motivation.

2. How do you evaluate your students' level of motivation in speaking class?

The first teacher students' level is medium; two teachers claimed that it is low while the last one said that the ones who are confident or have already an acceptable speaking level are more likely to be motivated

3. Do you consider your students' motivation in speaking English class extrinsic, intrinsic or amotivation?

Teachers claim that even the three types of motivation exist in their students, even integrative and instrumental motivation. They show poor oral performance.

4. Do you think that motivation is important in speaking class?

The teachers assume that students' motivation is a key in speaking class and it plays a significant role in learning speaking a foreign language.

5. Based on your experience, to what extent do students' motivation feelings affect their oral performance?

The answers given by the teachers reveal that motivation it the key factor and the heart in bringing oral skill

From the above answers, we found that all teachers agree that motivation helps in building oral performance.

6. Based on your experience, Is there any correlation between motivation and anxiety and which one of them can more hinder students from speaking English fluently?

The teachers display one answer, they say that anxiety and motivation are related to oral performance .Moreover; they report that if their students have a high motivation they will participate and express their ideas .On the other hand if their students are under anxiety they will keep silent and afraid during the speaking class .from their observation ,they noticed that anxiety has more negative effect on students' oral performance .It hinders students from speaking English fluently .Furthermore they suggest that motivation can help students overcome their anxiety.

3.4. Summary of the findings:

The findings represented in both the students' questionnaire and the teachers' interview show that anxiety and motivation are considered as the main obstacles that hinder or prevent the majority of EFL learners to speak English language during speaking class , they can be considered as barriers that prevent them from achieving their goals and objectives in the learning process.

In addition, the findings obtained from the teachers' interview confirmed the results which are represented in the students' questionnaire, the findings confirm that

anxiety and motivation are a common psychological factor that triggers EFL learners in oral performance ,The teachers also show a strong desire to help their students overcome these psychological factors and help them to enhance their performance they also show that they are aware about these difficulties that cause poor oral performance .

Moreover, the findings confirm our hypothesis is confirmed. The results of both the questionnaire and the interview show that anxiety and motivation are among the main psychological factor that affects second year LMD students 'oral performance at the department of English Language at Yahia fares University, Medea.

3.5. Discussion of the results:

The focus of this research is on investigating teachers and students perceptions and attitudes towards the impact of anxiety and motivation on EFL learners' oral performance and whether there is a correlation between students' anxiety and motivation on EFL oral performance. In order to reach this aim and answer the research questions .a questionnaire is administered to 20 second year students and we conduct 4 interviews addressed to four teachers from the Department of English at Yahia Fares University .Hence, we gathered the data.

The analysis of the students' questionnaire shows that even students choose to study English have negative attitudes towards speaking English which means that they face difficulties . (65%) answer negatively while (35%) answer positively. Learners face difficulties when they are asked to speak which can cause anxiety. Their answers assume that anxiety exists in EFL classes. It can affect their ability to perform well during the speaking class .Learners claim that they lose their self - confidence and they feel afraid to speak in front of audience (45%). Shyness and fear of making mistakes lead learners to be anxious ,whereas ;only ,(5%) of them are confident in their abilities to speak the language . they claim that they never examine this feeling .In addition ,(50%) of the learners feel that their classmates speak English better than them and (65%) feel that they can not speak with native

speakers of the English language. However, (5%) of them besides, (45%) feel anxious even they prepared well.

In addition to the students‘ attitudes ,teachers’ interview provides many information about the teachers attitudes and views of the psychological difficulties they encounter while teaching oral module .The results confirm our research questions .The results from the teachers’ interview reveal that the level of their students‘ oral performance is low (Q1) .Besides , the teachers assert that their learners found difficulties and they feel anxious during speaking class (Q 2) . In addition , all the teachers report that their students encounter a high anxiety when they are asked to speak also they express their negative attitudes towards the effect of anxiety on oral performance they assume that they face a high anxiety with their students during oral performance none of the teachers responded with low anxiety , they also reveal that this feeling prevents them from participation and They confirm that when anxiety exists in students learning they will face difficulties and they show poor oral performance and they are not satisfied about their students’ level of oral performance (Q 3) .This supports our hypothesis ;if learners are anxious ,they can not be able to speak .

Because of the crucial role of motivation in language learning, especially, because of its importance during oral performance Motivation is the way to success and according to students learning it is not only concerned with the mind and only gaining knowledge it is concerned with students’ feelings Student who have low motivation limit their capacities and they never be able to practice the language. They suffer from lack of confidence. In contrast, students with high level of motivation do extra effort they have a desire to work hard in order to improve their oral performance .In the last question, we attempt to know whether there is a relationship between the two psychological factors and which one of them can hinder students from expressing their ideas and views .The results reveal that anxiety is negatively related to oral performance and it can affect their progress it increases their level when they are motivated. (Q6).

Based on the results found along the questionnaire concerning motivation, the analysis show that the majority of students answer negatively about being motivated during English oral class (95%), while the rest (5%) feel motivated. Discussions in English oral class are not at all pleasant for the learners, this is confirmed in (85%) of their responses, only (15%) appreciate the oral course. Most of students have denied that they feel free to express themselves in spoken English (95%); they claim that they may not feel comfortable speaking. Yet, only (5%) of them express their ability to speak.

In addition to students' responses, teachers Provide additional information regarding their impression of the motivation of their students. Our hypothesis was confirmed through the teachers' interview. The findings show that the majority of students are not motivated during the oral expression class (Q1).Moreover, teachers assumed that the motivation of students in English oral expression class is very important (Q4), So that, It pushes them to express their ideas and views during oral expression class.

Teachers and learners answer reveal that lack of motivation is one of the most important factors that contribute the students' oral performance.

Conclusion:

This chapter presents the analysis and interpretation of the data gathered from the different stages of the research with regard to the theoretical and practical and the literature review presented in chapter one and two .The collected data was consisted of one questionnaire for the 20 students and a structured interview addressed to four teachers .The results of both the questionnaire and the interview were carefully analysed ,interpreted and represented statistically and descriptively in figures and charts .From these results ,we found out that anxiety and motivation correlate to oral performance . To conclude, this chapter confirms the hypotheses

suggested in the beginning of the research that anxiety and motivation affect students oral performance .the two psychological are correlated.

General Conclusion

General conclusion.

The current study sheds light on two main psychological factors that affect students while speaking. Which are anxiety and motivation .We aimed to investigate the impact of the two issues on second year student at the department of English, The study discovered that there is a relationship between students 'anxiety and motivation in oral performance and there is a cause -effect relationship between the two psychological variables . Anxiety is negatively related to oral performance .Students feel anxious when they are required to speak; therefore foreign language anxiety is a barrier that tends to be more correlated to the speaking skill. Learners' language anxiety is generated due to many factors such as: communication comprehension, fear of negative evaluation, lack of self-confidence, negative self - perception and fear of making mistakes. Foreign language anxiety is a psychological phenomenon that interferes and impedes students to develop their English Language and lead to a weak oral performance .In contrast to anxiety, motivation is undoubtedly a paramount factor that can help students to improve their oral performance, and motivation is positively related to oral performance.

We found that teachers at University of Medea were aware of anxiety and motivation as main psychological factors that hinder students when speaking English inside or outside the class.

Limitation and Recommendation.

1/ limitation of the study:

Different difficulties and obstacles were faced while conducting this research. It is very important to mention that our research was done on a very complicated and sensitive period due to the covid 19 where we were obliged to conduct it online at home and contact each other via messenger or email. The thing that made the process of exchanging Information seems difficult and hard. In this research two important data collection instruments were used. A questionnaire was administrated to 20 students of English department, and since, it was limited to second year students. We couldn't reach the whole number of participants needed to accomplish

this study, because students were not available all the time as they had other classes. Relying on only one data collection instrument was not enough to investigate the research and prove our hypothesis. For that reason another data collection instrument were used in form of a structured interview oriented to oral English teachers of the same department .while conducting this interview it was difficult to reach 5 oral English teachers. Because they were not available all the time in the university. Finally we could reached 4 of them in different days and have a small time span to work with. The other prominent factors that hinder the fulfilment of the research were the unavailability of the printed sources in the library of the university, especially those which are related to our research topic .since it is discussed for the first time in Medea University.

2/ Recommendation of the study.

Teachers and students are the most important variables in the process of learning a foreign language .the importance of this study for students and teachers is to discover the correlation of anxiety and motivation on students' oral performance . Knowing about it will help learners to know the major causes that hinder them for fulfilling their goals in their learning process. Therefore, we propose the following suggestions in order to help both teachers and students of Medea University in reducing foreign language anxiety and achieving better learning and speaking performance.

Recommendation for English major at Medea University

1. Responsible at the English department should minimise the students 'number in each class.

2. Administration should provide a relaxed atmosphere in the class for both teachers and students to feel comfortable, in which the opportunity of successful interaction is higher than the ordinary classroom.

3. Administration should provide technology equipments which facilitate the task

And encourage the learner perform well.

Recommendation for EFL Students.

1. Student should know that speaking is an important task in learning a foreign language

2. Students should know that mistakes are part of the learning process so they should not be anxious of making mistakes

3. Students should know how to overcome their negative feeling by identifying the major causes for their failure.

4. Students should know that making mistakes is predictable long their learning experience.

5. Students should build a good relationship with each other in a way not to mock the other classmates' errors.

6. Students should be confident while performing in front of the audience.

7. Student should motivate and positively support each other to overcome their stress and fear.

8. Students should respect teachers' evaluation.

Recommendation for English oral expression teachers

1. Teachers should be aware about the psychological factors that affect their students 'oral performance**.**

2. Teachers should build a good relationship with their students in order to enjoy the class and interact positively with them.

3. Teachers should encourage their students to encounter their learning problems and find the appropriate solution .

4. Teachers should adopt as many ways as possible to encourage their students to practice English in the classroom

5. Teachers should provide topics relating to learning interest and experience. They let students have complete freedom to choose their topics.

6. Teachers should encourage group work activity that helps them develop their speaking skill and increase their motivation through using the target language.

7. Teachers should create a relaxed and enjoyable atmosphere so as to make the class lively, active and get their students engaged all the time.

9. Teachers should encourage their students to speak by using different ways and by creating a good language environment because speaking is mastered through practice.

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Appendices:

Appendix 1.

University of Medea

Division of English

Students 'questionnaire:

Please fill out the following questionnaire checking the box which best describes whether you agree or disagree with each statement .The answers are anonymous and confidential, so answer as honestly as you can .Thank you .

Section one:

1-Gender:

Male Female

2 -Age: .....

3. Why did you choose to study English at University?

Personal choice ☐ parents choice ☐ Administrative choice ☐

4. How do you evaluate your oral English?

Good ☐ Average ☐ weak ☐

5. Do you like oral expression course Yes ☐ No ☐

Section Two: Anxiety on English speaking performance

1. I never feel quite sure of myself when I am speaking in my English class.

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

2. I don't worry about making mistakes in English class

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

3. I tremble when I know that I am not going to be called into the speaking class

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

4. It gets nervous when I don't understand every word the teacher says

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

5. I feel confident in speaking English in oral classroom sessions

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

6. I always feel that the other students speak English better than i do

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

7. I start to panic when I have to speak without preparation in class

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

8. In oral English sessions, i can get nervous that i forget things i know

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

9. I would probably feel comfortable about native speakers in English

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

10. in an oral English class, if Iam not sure of an answer, I answer out loud in class any way

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

11. Even Iam well prepared for the English class I feel anxious about it

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

12. I get nervous when the oral expression teacher asks questions that I have not prepared before

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

13. I feel students will laugh at me when i speak English in the classroom

Strongly agree ☐ Agree ☐

Disagree ☐ strongly disagree ☐

Section three: Motivation on English speaking performance

1. I have strong desire to know all aspects of English

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

2. I feel motivated during English oral class

Strong agree ☐ Aggree ☐

Disagree ☐ Strongly disagree ☐

3. Learning to speak English is important because I will be able to interact more easily with English speakers.

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

4. Learning to speak English is more important because it will allow to be more at ease with people who speak English.

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

5. Learning to speak English is very important because I will need it for my career

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

6. My parents feel that it is very important for me to learn English

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

7. Knowing English is very important goal in my life

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

8. I want to learn English speaking that it will become natural for me

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

9 .my speaking lecturer is a great source of inspiration for me.

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

10. Learning to speak English is important because others will respect me

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

11. Learning to speak English help me integrate more easily into English speaking communities

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

12. I enjoy discussions in English class

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

13. I feel free to speak to express myself in spoken English than i do in first language

Strongly agree ☐ Agree ☐

Disagree ☐ Strongly disagree ☐

Appendix 2

University of Medea

Division of English

Teachers' interview:

Dear teachers.

The following interview was designed to investigate the impact of motivation and anxiety on learners 'oral production your precious participation will be of great help .Would you accept in advance my since thanks .

Part one: general information

Gender:

Male / Female

Age: .....

1/ Teacher qualification:

2/.How long have you been teaching English at university?

.....
.....

3/Do you like teaching oral expression?

……
……

4/ How do you evaluate your interaction with your students' in class ?

.....
.....
.....
.....

Part two: Anxiety on oral performance:

1/ Do you think that your student face anxiety when they participate in the oral expression class in front of you and their classmates?

……

……

2/ Do all your students suffer from anxiety during oral expression?

.....
.....
.....

3/ if yes , how or what makes you know that this student is under anxiety during oral expression
class ?.....
.....
..

4/ How do you describe your studens'anxiety in the oral expression class ?

.....
.....
.....
.....

5/ Based on your experience, to what extent do the students 'anxious feelings influence their oral performance?

....
.....
.....

Part three: motivation on oral performance

1/ Do you feel that your students are motivated during oral expression class?

……

…….

2/How do you evaluate your students' level of motivation in oral expression class?

.....
.....
.....

3/ Do you consider your students' motivation in speaking English as?

Extrisic / intrinsic

-Justify

……
…….

4/In your opinion, students' motivation in oral sessions is important or not

…….

5. Based on your experience, to what extent does students' motivation affect their oral performance?

Explain .....
.....
.....
.....

6/ Based on your experience, is there any correlation between motivation and anxiety and which one of them can more hinder students from speaking English fluently?

Explain..... .....
.....
.....
.....
.....