

Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First-year LMD  
Students of English at Saad Dahlab University of Blida, Algeria

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## Abstract

Affective variables are one of the various variables that influence foreign language learning, and foreign language speaking anxiety is among several outstanding factors that often have a debilitating effect on the oral performance of students learning English as a foreign language. This paper aims to contribute to the literature on foreign language speaking anxiety by investigating the nature of anxiety that first-year Licence-Master-Doctorate(LMD) Algerian students of English at Saad Dahlab University of Blida experience when performing orally. It also seeks to examine the sources generating foreign language speaking anxiety in students and finally provides teachers with some solutions and suggestions for reducing it. Through the use of quantitative methods, this study adopts Horwitz, Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale to measure the level of speaking anxiety exhibited by the participants. The findings suggested that foreign language speaking anxiety was pervasive among first-year LMD students and appeared to mostly stem from fear of interaction, error correction, language proficiency, low self-confidence and self-esteem, etc. This paper ends with some implications to assist teachers in encouraging speaking and strive for a pleasant atmosphere where every student can feel relaxed and motivated to communicate orally.

*Keywords:* Foreign language speaking anxiety (FLSA), LMD system (Licence-Master-Doctorate), EFL, University Saad Dahlab of Blida, Algeria.

**Introduction:**

Among the several affective factors which influence foreign language learning in general and speaking in specific, anxiety appears as a crucial factor that often affects students' oral production in the foreign language they are required to use. This construct accounts for various phenomena like students unwillingness to participate in the speaking classrooms, and sadly even for their low performance and achievement. Foreign language students who exhibit speaking anxiety do not feel at ease when required to perform in the target language. Consequently, they prefer to remain silent viewing speaking in front of the whole class as a threat rather than a chance to improve their communication skills.

Speaking anxiety experienced in EFL classrooms has often a pervasive detrimental impact and influences students' adaptation to their learning environment and ultimately the achievement of their educational goals. (Mohamed and Wahid, 2009). For this reason, this paper 1) reviews the speaking anxiety phenomenon in the field of foreign language learning. It 2) investigates the nature of and the possible sources that cause speaking anxiety to come into play in oral classes and hinders the oral performance of Algerian first-year LMD students of English enrolled at University Saad Dahlab of Blida. 3) Understanding the nature of this anxiety and the sources it springs from helps to gain more insights and suggests ways on how to deal with it in EFL classrooms. This paper also ends with some implications and suggestions to help teachers support anxious students in order to overcome feelings that deter their speaking proficiency. To fulfil these objectives using quantitative methods, a modified version of the foreign language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. (1986) was adopted.

**Literature Review:**

Research in foreign language learning and acquisition in the 1980s (Brown, 1974; Gardner, 1978; Krashen, 1985; Horwitz et al., 1986; McIntyre and Gardner, 1989) shifted attention to the role of affective variables in learning and teaching of foreign languages. Affective factors are considered as both aids and barriers influencing foreign language learning. Horwitz et al. (1986) observed that what influences foreign language learning cannot be attributed only to cognitive abilities for it has also to do with emotion. Emotions, as noted by Williams and Burden (1997), must therefore be considered as an integral part of learning, and must be also involved in the teaching and learning process. This orientation towards affect is influenced by humanistic education which takes into consideration that learning is affected by how students feel about themselves and is also concerned with educating the whole person, considering both the intellectual and the emotional dimensions. (Moskovitz, 1978). This humanistic approach to language teaching comprises a number of modern teaching methods and approaches that aim at reducing learners' anxiety and enhancing their self-esteem and confidence. Examples of these approaches are: The community language learning, the Silent Way, and Suggestopedia among others.

Among the affective factors which influence EFL learners, anxiety appears as one of the most outstanding factor due to its pervasive effects on foreign language learning. (Idri, 2012). In the previous two decades, there has been a great deal of research into second or foreign language anxiety. This research revealed that anxiety has a debilitating effect on the language learning process. It is, according to Brown (1974), an affective block that obstructs and deters effective language learning from occurring. Moreover, Oxford (1999) noted that language anxiety ranks high among factors influencing foreign language learning.

*Defining Language Anxiety:*

Broadly speaking, anxiety is a state of unease, a kind of troubled feeling in the mind marked by excessive uneasiness. It is also defined by Spielberger, (1983, cited in Awan et al. 2010, p. 33) as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (p.15). In addition, Sillamy (1996 cited in Idri, 2012) described anxiety as an affective state characterized by a feeling of insecurity, a diffused trouble. Anxiety in relation to foreign or second language learning, on the other hand, is defined as the specific negative reaction experienced in particular foreign or second language learning contexts when learners are expected to perform in the second or foreign language. (Gardner and MacIntyre, 1993). These definitions reflect researchers’ diverse views on anxiety, complicating the issue of finding one encompassing definition of this concept.

*Foreign Language Speaking Anxiety:*

For decades, the body of extensive research undertaken on foreign language anxiety has been to a great extent concerned with the role of anxiety in language learning in general, its causes and the way to cope with it. (Brown, 1974; Horwitz et.al, 1986; Oxford, 1999; Krashen, 1985; Aida, 1994; Idri, 2012). Moreover, many studies also deal with and explore anxiety associated with foreign language speaking (Subaşı, 2010; Cheng et al., 1999; Kitano, 2001; Gregersen and Horwitz, 2002; Liu, 2007; Tsiplakides and Keramida, 2009; Fang-peng and Dong, 2010) because it is considered as a highly anxiety-provoking aspect in a foreign language learning situation. (Cheng et al., 1999).

Devoted solely to speaking and communicating in the target language, foreign language speaking classrooms have often filled many students with nervousness and dread. Horwitz et al. (1986) claim that students suffering from foreign language speaking anxiety report feelings of apprehension and worry, and also feel uncomfortable about speaking in class. They believe that only correct English must be spoken and comparing their skills with native speakers of the target language, which makes them fear that their pronunciation is not good enough. Kitano (2001) argues that “speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers” (p. 550). Faced with their teachers’ questions that they must answer and the possibility of talking in front of the whole class, they may have difficulty concentrating, and experience some symptoms like “nausea, sweating, weak knees and a dry mouth”. (Boyce et al., 2007). These anxious students may also skip classes, exhibit some disruptive behavior in class or quit studying altogether.

Although it is a major obstacle to foreign language learning in general and to speaking more specifically, anxiety can be reduced. Understanding the nature and the sources of foreign language speaking anxiety can offer more insights on how to deal with it. It can help teachers to support and encourage anxious students to be actively involved in foreign language speaking classrooms, as well as to ensure a relaxed low-anxiety environment for the improvement of their speaking skills.

*Theoretical Underpinnings:*

The literature overflows with research on foreign language anxiety and space does not permit a detailed review of the literature on this construct. Yet, to understand its nature, it is crucial to examine some theories postulated by major researchers in the field of language anxiety.

*Horwitz et al.'s Research on Language Anxiety:*

Foreign language classes had always left students with feelings of uneasiness, nervousness and dread and this cannot be attributed only to cognitive abilities, or proficiency in the language. (Horwitz et al., 1986). In almost thirty years of research, Horwitz, Horwitz and Cope (1986) found that foreign language anxiety is a distinct affective variable in the foreign language learning process and that it has specific, well-defined detrimental effects on learning. To discover the *real* causes of language anxiety, Horwitz et al. designed in 1986 the Foreign Language Classroom Anxiety Scale (FLCAS), a tool including thirty-three items used by foreign language instructors to determine and capture the scope and severity of students' anxiety and to examine its effects on learning in different contexts.

Horwitz et al. (1986) identified three varieties or sources of foreign language anxiety. The first variety is *communicative apprehension*, which arises from the inability to adequately express thoughts and ideas. The second is *fear of negative evaluation* (FNE) which is defined as apprehension about others' evaluations, avoidance of evaluative situations, and the expectations that others would evaluate one-self negatively. The third source is *test anxiety* or apprehension over academic evaluation. These three types of anxiety can cause students to postpone language study indefinitely or to quit learning altogether. They are experienced by many language learners and they pose potential problems because they interfere with and restrain learner's ability and ultimately impede their proficiency in the foreign language.

*Krashen's Affective Filter Hypothesis:*

Krashen (1985), on the other hand, developed the Affective Filter Hypothesis which stipulates that a number of affective variables play a role in second language acquisition. He observed that anxiety if high is considered as "an 'affective filter' or a 'mental block' that correlates negatively and prevents input from reaching the language acquisition device" (Krashen, 1985, p. 100). In other words, when the filter is high it obstructs success in the second language. Therefore, Krashen asserted that second language teachers need to make sure that the students' affective filter is low at all times in order for learning to take place. He also believed that the Affective Filter is caused by environmental factors such as a stressful learning environment (i.e., too much instructional error correction, a strong focus upon pronunciation and form, or being humiliated amongst one's peers).

In order to account for students' foreign language anxiety, Krashen and Terrell (1983) developed the Natural Approach to teaching, which emphasizes the importance of decreasing the affective filter or barrier. They proposed a set of affective-humanistic activities that favor the use of short and useful dialogues, interviews and pair work on personal information. Their approach also encouraged the use of charts and tables, opinion polls on favorite activities that make students reveal information about themselves, or activate their imagination. Krashen (1985) also believed that for teachers to lower the Affective Filter, they should:

- 1- Create a relaxed learning atmosphere for the learners.
- 2- Avoid pointing out at the students' grammatical mistakes and instead model the correct grammar.
- 3- Stress meaningful communication in the classroom.

*Oxford's Research on Anxiety and the Language Learner:*

To understand the nature of anxiety experienced by language students (foreign or second language), Oxford (1999) studied the types of language anxiety and the factors that correlate with it. According to Oxford (1999), foreign or second language anxiety is related to performing in the target language and is not just a general performance anxiety. She made a sharp distinction between state anxiety and trait anxiety, i.e., a short-term state or a lasting trait. She also distinguished between helpful anxiety and harmful anxiety.

Trait anxiety is a stable personality trait. People who are trait anxious feel stressed in different situations and on regular basis. This type of anxiety has pervasive effects on language learning and often deters students' performance and achievement. State anxiety, on the other hand, is not a lasting but a transitory condition and is felt only at a particular moment, for example, when a student is asked to perform in the target language. Oxford (1999) also classified anxiety into helpful and harmful. Helpful anxiety (or facilitating anxiety) facilitates language learning by keeping students alert and even by raising their self-confidence and motivation. (Scovel, 1978). This type of anxiety, Oxford (1999) believes, does not exist when students are confronted with difficult learning tasks. The harmful kind of anxiety, also referred to as debilitating anxiety, has detrimental impacts on performance. (Idri, 2012).

In addition to the three varieties of anxiety (communicative apprehension, fear of negative evaluation, and test anxiety) outlined by Horwitz et al. (1986), Oxford (1999) identified four other sources linked to language anxiety: identity and culture shock, teachers and learners beliefs, classroom activities and methods as well as the instructor-learner interactions. The feeling of the loss of identity when learning a foreign language and the symptoms which go with it (like alienation, panic, etc.) lead to anxiety. This is referred to as culture shock. Moreover, some teachers and students' beliefs are also associated with anxiety. The way students perceive their performance in terms of having to speak accurately and fluently, with an excellent accent, and their belief that languages are difficult to acquire, etc., also make them anxious. Also teachers' beliefs and behaviors such as correcting every error made by students and exhibiting an authoritative role lead to anxiety. In addition, Oxford (1999) observes that some classroom activities like speaking tasks and oral presentations in front of the class trigger anxiety. Finally, anxiety is also related to instructor-student interactions in the classroom. When teachers constantly and harshly correct their students' mistakes or errors, and when they ridicule them in front of the class, they are contributing to students' anxiety and stress.

From this examination of the literature, it is clear that anxiety in language learning is a complex phenomenon. There are different causes that trigger it and its consequences are detrimental to students' learning and performance. This paper focuses on harmful anxiety as the specific reaction of students towards speaking EFL that impairs their oral production. It seeks to investigate the nature and the sources of anxiety as it manifests itself in first-year LMD EFL students when communicating in speaking classrooms in an attempt to find out what might ease and decrease it.

**Methodology:***Background of the Study and Research Questions:*

Many first-year LMD students enrolled in the English Department at Saad Dahlab University of Blida get good grades on their written examinations, yet, when it comes to speaking English in oral classes which are devoted to speaking and communicating solely in the target language, many students exhibit serious problems and their oral performance is questionable. Four years of teaching EFL in the English Department at University Saad Dahlab of Blida were quite enough to reveal to the researcher that many freshmen students are poor communicators, reluctant to participate in class or share their thoughts and comments, and even prefer to use Arabic, their mother tongue, in class. Most importantly, these students appear fearful when asked to answer questions and resort to silence during the whole oral session and even in other courses that require any form of interaction.

Most of the time, teachers translate students' hesitation to speak and their poor oral performance as an inability to achieve fluency in English allowing them to speak with confidence, a lack of interest and motivation, or simply regarding communication in English and oral classes as unimportant. These claims fail to recognize the pivotal role some affective factors other than students' limited linguistics competence play in learning and speaking a foreign language. Students are very likely to experience anxiety in speaking and communicating in a new foreign language. Therefore, it is crucial to understand the nature and sources of anxiety in students and propose solutions to overcome it.

These observations were the starting point of this research. Moreover, what also shape the present research was the need to investigate the phenomenon of anxiety experienced by first-year LMD students of English at Saad Dahlab University of Blida where EFL speaking anxiety had not been previously addressed. This may make this study the first one to tackle the construct of anxiety in relation to speaking EFL in the English Department at Saad Dahlab University of Blida.

This study sets out to answer the following two research questions:

1. What is the nature of the anxiety experienced by first-year LMD students of English enrolled at Saad Dahlab University of Blida when speaking EFL in oral classes?
2. What possible factors contribute to EFL speaking anxiety and increase it in oral classes?

*Participants:*

This study was conducted in the Department of English at Saad Dahlab University of Blida. A sample of 54 first-year LMD students of English was randomly selected to participate in this study. The sample was chosen in terms of two groups formed randomly by the administration of the English Department. However, the size of this sample was reduced to 30 participants who returned the questionnaire administered to them. Freshmen students, aged 17-22, are the focus of this paper for two major reasons. First, they are beginner learners and are still at a comparatively low level of English proficiency, thus can more likely experience foreign language anxiety in performing orally. Besides it is crucial and more beneficial to understand the phenomenon of

anxiety and the factors that reduce it at an earlier stage of students' university studies in order to help them overcome any feelings of nervousness and stress and improve their speaking skills.

*Instrument and Data Analysis:*

For the purpose of collecting data, the instrument employed is a questionnaire distributed to all students involved in this study. It is a self-report tool used to elicit the participants' anxiety responses towards speaking EFL in oral classes. The questionnaire contains 23 items all related to the degree of EFL speaking anxiety as well as possible causes attributed to it. It is a modified version of the original Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) which is composed of 33 items. The existing Foreign Language Classroom Anxiety Scale used to measure language learning anxiety did not meet the purpose of the current study, which is examining the nature and the sources of EFL speaking anxiety exhibited by first year students. For this reason, the foreign language speaking anxiety scale (FLSAS) was constructed (see Appendix for details).

The instruction on the questionnaire sheet required the students to rate the 23 items of the questionnaire on a five-point Likert scale ranging from (1) strongly agree to (5) strongly disagree. Moreover, they were given simple instructions on how to complete the questionnaire and were asked to think of their experiences in previous oral classes. To motivate the students to give frank answers, they were informed that there were no right or wrong answers, and were not informed about the real objectives of the study. To maintain confidentiality, they were told that they do not have to write their names on the questionnaire sheet.

When students completed the questionnaire and returned it, their responses were quantified by classifying and tallying them into five categories: agree, strongly agree, disagree, strongly disagree and undecided. When the responses were transformed into numbers, they were tabulated and stored into the computer for analysis. The data analysis has been done quantitatively. Microsoft Excel was used to analyze the data generated from the questionnaire. Only descriptive statistics were performed and these consists namely of percentages. For better understanding, the results will be reported using tables in the following section.

### **Results and Discussion:**

The results of this study are discussed by addressing each of the two research questions:

1. What is the nature of the anxiety experienced by first-year LMD students of English enrolled at Saad Dahlab University of Blida when speaking EFL in oral classes?

As stated previously, a number of 30 first-year LMD students of English at Saad Dahlab University of Blida took part in the study and returned the questionnaire. When students' responses were transformed into percentages, both 'strongly agree' and 'agree' responses were combined together to gain a global degree of agreement. The responses 'disagree' and 'strongly disagree' were also matched to get an overall measure of disagreement. The responses marked with 'undecided', which represent only 6 % of the total answers, were dropped because they reveal students' indecisiveness as whether they experienced speaking anxiety or not.

Following the analysis and interpretation of the participants' responses, the results indicated that most of the students reported that the speaking course often makes them feel tense and nervous (items 19, 21). As seen in table 1, 56 % of the respondents stated that they experienced anxiety in oral classes and outlined specific situations that usually lead to their stress. At the same time, only 38 % of the respondents stated that they do not feel anxious in the oral class. This reveals a negative relationship between anxiety and speaking EFL among first-year LMD students. Foreign language speaking anxiety was pervasive among first-year LMD students and is a passing state students experience in certain situations. The results also show that the anxiety students experience in speaking English is debilitating. It hinders their oral performance as shown in item 10, fills them with feelings of worry, self-doubt and uneasiness (items 1, 3, 9, 13, 19, 20), and lowers their self-esteem and self-confidence (items 17, 18, 22). The factors which provoke this anxiety among students will be examined in the following section.

**Table 1.** *EFL Speaking Anxiety Percentages*

No. Students	Experienced Anxiety	Did not experience Anxiety	Showed indecisiveness	Total
30	56 %	38 %	6 %	100 %

2. What possible factors contribute to EFL speaking anxiety and increase it in oral classes?

Identifying the underlying factors behind EFL speaking anxiety in the oral classroom is a crucial step before suggesting solutions to deal with it. The major sources of speaking anxiety were extracted from students' responses. These are six anxiety-provoking sources reported in table 2 to help identify the causes which are the highest among the students.

**Table 2.** *Factors Correlating Negatively with EFL Speaking Anxiety*

Sources of EFL Speaking Anxiety	No. Items	Agreement Mean (SA+A)	Agreement (%) (SA+A)
Fear of interaction	3, 9, 11, 16, 18, 23,	17.33	58%
Fear of perceptions of others (fear of audience)	22, 17	16	54%
Low self-esteem and lack of confidence	1,14, 17, 22	15.25	51%
Language proficiency	2, 4, 6, 10, 12, 20	12.83	43%
Error correction/ fear of negative evaluation	15	8.5	29%
<i>Fear of speaking with natives</i>	12	4.5	15%



Table 2 shows that EFL speaking anxiety appears to mostly stem from error correction, language proficiency, lack of self-confidence and low self-esteem, fear of interaction, fear of perception of others, and fear of speaking with natives. The highest level of oral anxiety has been exhibited by those items related to fear of interaction where many students (58%) were concerned about the possibility of being called on to answer questions in the oral classroom in front of other students and felt their hearts pounding. These students also commented that it is “embarrassing to volunteer answers in the oral class”. Therefore, a lot of students prefer to remain silent and do not participate in the classroom.

In addition, fear of perceptions of others (with 54 %) and lack of confidence and low self-esteem (with 51 %) take the second and third place, respectively, among the major causes of EFL speaking anxiety. Most of the students’ perceptions of other students and the teacher together with the fear of being embarrassed and criticized in front of the whole class troubled many students and engendered speaking anxiety. Students were afraid that they could not respond appropriately or correctly in front of their classmates. These fears are brought on by the possibility that their peers would laugh at them and ridicule them if their performance is poor. Learners exhibiting lack of self-confidence and low self-esteem have a tendency to rank their speaking abilities lower than that of their peers. As the results showed, many students (51 %) stated that they “never feel quite sure of themselves when speaking in the oral class” or they believe that “the others students speak English better” and that these students “will laugh at them when they speak English”.

With a percentage of 43 %, language proficiency is also an important factor leading to EFL anxiety in the oral classroom. Many students claim that they feel afraid when “they don’t understand what the teacher is saying in the oral class”, and that they even “forget things they know and get nervous and confused when speaking English in the oral class”. Often, the incomprehensible input caused anxiety among students who might not understand what the teacher is saying and asking.

Students’ anxiety is also brought on by a fear of negative correction and evaluation with 29 % of the respondents claiming that they are “afraid their teacher is ready to correct every mistake they make”. Many of the students were conscious and anxious that their knowledge and performance of English will be judged negatively by their teacher and their classmates.

Concerns are made about the teachers’ manner and reactions towards error correction and the feedback they give to the students.

The last factor behind EFL speaking anxiety is fear of speaking with natives with 15 % of students believing that “it would be nervous speaking English with native speakers”. Comparing their speaking abilities with people proficient in the English language, this statement shows that the students perceive themselves less competent than the native speakers of English and this makes them feel a greater amount of anxiety. Given that all the teachers are native Algerians, many students in the Department of English did not have any experience of speaking with English natives and thus reported in the questionnaire that they would be nervous in such a situation.

In summary, EFL speaking anxiety is pervasive among first year LMD English students enrolled in the English Department at Saad Dahlab University of Blida and it greatly affects their oral performance. This study also revealed that EFL speaking anxiety stems from six different factors. Among all these sources, the top cause of speaking anxiety found in this study is the fear

of interaction. These findings corroborate the study of Subaşı (2010) who found that sources like fear of negative evaluation, teachers' manners of error corrections, students' low language proficiency and students' self-perceived ability in comparison with that of their peers or native speakers impacted negatively Turkish EFL students' speaking. Based on these results, the following section puts forward some suggestions to help reduce speaking anxiety in the EFL oral classroom.

### **Implications:**

By investigating the factors that contribute to EFL speaking anxiety several recommendations can be offered in dealing with it in the oral classroom. These suggestions are the results of the conclusions drawn from this study. They are meant for educators and teachers of speaking to successfully help their students overcome feelings of anxiety and provide them with a positive environment. The following ideas can be tried by teachers:

- 1- Making students more comfortable in the classroom and with speaking English by creating a pleasant atmosphere, eliminating competition and perfectionism, addressing students with their first names and by including humor, laughter or jokes.
- 2- Reassuring students that mistakes are part of their learning and that it takes time to acquire the language and become fluent speakers of English.
- 3- Allowing discussions in smaller groups so that students do not have to face the whole class.
- 4- Encouraging students to speak English outside the classroom and interact and practice with their peers and family.
- 5- Giving positive feedback to the students and encouraging remarks and rewards to raise their self-confidence in performing orally.
- 6- Incorporating classroom speaking activities based on plain and easy language so that all the participants can practice and speak without any difficulty.
- 7- Presenting and writing on the board new vocabulary associated with the topic the class is discussing before starting the speaking lesson so that the students get familiar with it.
- 8- Avoiding negative error correction and humiliation of students.
- 9- Correcting students' mistakes indirectly while they are speaking. For example, when correcting indirectly a student's spelling or pronunciation errors the teacher can repeat what the student said using the right spelling or pronouncing the words correctly. This can help the student recognize his mistake without pointing at it directly.
- 10- Incorporating games in the classroom that interests the students (for example, role plays).
- 11- Making students sit in a circle, instead of in rows.
- 12- Allowing students to move around the class and work in groups or make projects and presentations as posters.
- 13- Helping anxious students outside the classroom.

### **Conclusion:**

The present study was undertaken to investigate the nature and sources of foreign language speaking anxiety experienced by first year LMD students of English enrolled at Saad Dahlab University of Blida. Through the use of a modified version of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale, the results of this study demonstrated that many

EFL first-year LMD students suffer from anxiety in the oral classroom due to factors like fear of interaction, fear of perception of others, low self-confidence and low self-esteem and many others. On the basis of these results, several implications were proposed to raise teachers and educators' awareness about the negative impacts anxiety has on students' ability to speak and the various sources that contribute to it. It is hoped that these implications will encourage the teachers to identify students with a high level of anxiety and create a safe supportive environment so that they feel motivated to communicate orally and practice the English language.

#### About the author:

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**Appendix:** Questionnaire for first-Year LMD Students of English at Saad Dahlab University of Blida, Algeria

Dear Students,

This questionnaire is part of a research conducted in the Department of English at Saad Dahlab University of Blida and is aimed at gathering information about how you usually feel in the oral class as first-year learners of English as a foreign language. The items in the table below may reflect your feelings in the oral class or about speaking English in general. Kindly read each item and indicate honestly whether you 1) Agree, 2) strongly agree, 3) disagree, 4) strongly disagree, 5) undecided. PLEASE NOTE THAT YOUR FRANK OPINION IS HIGHLY APPRECIATED AND WILL REMAIN CONFIDENTIAL. THERE ARE NEITHER RIGHT NOR WRONG ANSWERS; WE ARE MERELY INTERESTED IN YOUR ATTITUDES

Item	Statement	A	SA	D	SD	U
1	I never feel quite sure of myself when I am speaking in the oral class					
2	I don't worry about making mistakes in the oral class					
3	I tremble when I know that I am going to be called on in the oral class					
4	It frightens me when I don't understand what the teacher is saying in the oral class					
5	It wouldn't bother me at all to take more English oral classes per week					
6	During the English class, I find myself thinking about things that have nothing to do with the course					
7	I don't feel pressure to prepare very well to my oral presentation					
8	I am usually at ease during the oral class					
9	I start to panic when I have to speak without preparation in my English class					
10	In the oral class I can get so nervous I forget things I know					
11	It embarrasses me to volunteer answers in my oral class					
12	It would not be nervous speaking English with native speakers					
13	I often feel like not going to the oral class					
14	I feel confident when I speak in the oral class					
15	I am afraid my English teacher is ready to correct every mistake I make while speaking					
16	I can feel my heart pounding when I am going to be called on in the oral class					
17	I always feel that the other students speak the English language better than I do					
18	I feel very self-conscious about speaking English in front of other students					
19	I feel more tense and nervous in the oral class than in my other classes					
20	I get nervous and confused when I am speaking English in my oral class					
21	When I am on my way to the oral class, I feel very sure and relaxed					
22	I am afraid the other students will laugh at me when I speak English					
23	I feel nervous in the oral class when the English teacher asks me questions and I must reply in the oral class					

*A= Agree, SA= Strongly Agree, D=Disagree, SD= Strongly Disagree, U=Undecided*