

**Ministry of Higher Education and Scientific Research  
Mohamed Boudiaf University of M'sila**



FACULTY OF LETTERS AND LANGUAGES

STREAM : ENGLISH LANGUAGE

DEPARTMENT OF ENGLISH

N°.....

DOMAIN: FOREIGN LANGUAGES

OPTION : LINGUISTICS

STREAM : ENGLISH LANGUAGE

**From Fear to Language Fluency: Examining  
the Relationship Between Language Anxiety  
and Second Language Proficiency. The Case of  
First Year Msila University**

**Dissertation submitted to the department of English Language and Literature in  
partial fulfilment of the Requirements for the Degree of Master in Linguistics**

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**2025**

## **Declaration**

We hereby solemnly declare that the work we are going to present in this thesis

*From Fear to Language Fluency: Examining the Relationship Between Language Anxiety and Second Language Proficiency. The Case of First Year Msila University*

is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

**Mekhafia chahrazad.....**

**Date: 5<sup>th</sup> June, 2025**

## **Dedication**

First of all, I am thankful and grateful to Almighty Allah for his guidance in finishing this work.

I dedicate this dissertation to

- the source of my success in life, my beloved parents, Mohamed and Razika, for their continued love, encouragements, and prayers. Special feelings of gratitude go to my father for the sacrifices he makes for lightening my path.
- My brother and sisters (ali, rbiha, basma) whose love and support has been extremely important.
- To my friends (MY BUTTERFLY samira) and relatives (khwili, aicha) and my babies (Maya, youcef, Yasmine, nour) who supported me in this work.
- To my teachers.

Miss Mekhalfia

## **Acknowledgements**

«Praise to Allah, who has guided us to this; and we would never have been guided if Allah had not guided us»

- I would like to thank and appreciate my supervisor **Pr. Tayeb BOUAZID**, without him this research would not have been achieved. I thank him for his trust, his support and his guidance during the research.

-My gratitude goes to the members of the jury for their time and evaluation of my work.

-I am grateful to all my teachers who accompanied me from primary school to this stage of university.

-I am thankful for all those respondents who participated in this research and who helped me with their assistance and filling the questionnaires.

-Finally, I would like to thank all my classmates and wish them all success.

**Miss Mekhalfia**

## **Abstract**

Language learning is often seen as a enjoyable game, but for many students, it begins with fear. This study explores the connection between language anxiety and second language (L2) proficiency among first-year students at Msila University. The research investigates how feelings of nervousness, self-doubt, and communication apprehension affect learners' ability to develop fluency in a second language classroom. Using a mixed-methods approach, the researcher gathered data through surveys, interviews, and observations to students to gain a clearer picture of their emotional and academic experiences. The findings reveal an inverse relationship—students who reported higher anxiety levels often demonstrated lower language performance. However, the study also highlights that students under support can transform fear into motivation. These insights show the importance of creating more emotionally supportive learning environments that maximize students' confidence.

# OUTLINE

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## **List of abbreviations**

ESL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language (Native Language)

L2: Second Language

SLA: Second Language Acquisition

FLA: Foreign Language Anxiety

CA: Communication Apprehension

FNE: Fear of Negative Evaluation

TA: Test Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

MA: Master of Arts

PhD: Doctor of Philosophy

SPSS: Statistical Package for the Social Sciences (used for data analysis, if applicable)

LAD: Language Acquisition Device (Krashen/Chomsky context)

CEFR: Common European Framework of Reference for Languages

## **GENERAL Introduction**

### **1. Background and Context:**

Language acquisition is a complex and multifaceted process influenced by a range of cognitive, social, and emotional factors. Among these, language anxiety has garnered significant

attention in recent years due to its profound impact on learners' ability to acquire and use a second language (Horwitz, Horwitz, & Cope, 1986). Defined as a specific form of anxiety associated with the learning and use of a second language, language anxiety can negatively affect performance in language-related tasks, lower learners' confidence, and inhibit their motivation to engage in communication (MacIntyre & Gardner, 1994).

Second language proficiency, on the other hand, encompasses a learner's ability to effectively comprehend, produce, and interact using the target language. While achieving fluency often requires systematic instruction and practice, the emotional and psychological states of learners play a pivotal role in determining the success of the process (Dewaele, 2007). Notably, the interplay between language anxiety and second language proficiency has become a focal point of empirical studies, with findings suggesting that high levels of anxiety are correlated with lower levels of proficiency (Krashen, 1982).

Language learning is an integral part of global education systems, particularly in regions where students are expected to acquire proficiency in a second or foreign language (L2) for academic, professional, or personal growth. At the heart of successful language acquisition lies a dynamic interplay between cognitive abilities, environmental factors, and emotional states. One critical emotional factor influencing L2 acquisition is language anxiety—a phenomenon first widely discussed by Horwitz, Horwitz, and Cope (1986) as a specific form of anxiety that arises in language-learning contexts.

Language anxiety manifests in various forms, including communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986). These anxieties may stem from internal pressures, such as fear of making mistakes or low self-confidence, and external pressures,

such as teacher expectations, peer judgment, or cultural unfamiliarity with the target language. The debilitating effects of language anxiety can impede learners' willingness to communicate, reduce classroom engagement, and hinder cognitive processes essential for language acquisition (MacIntyre & Gardner, 1994).

Second language proficiency, on the other hand, is the ultimate goal for most learners and educators. It encompasses a wide range of skills, including reading, writing, speaking, and listening, and is often viewed as the measure of success in language learning programs. However, achieving fluency is far from a straightforward journey, especially in environments where learners face significant psychological barriers. Research has repeatedly shown that learners with higher levels of language anxiety tend to perform poorly in language-related tasks and demonstrate lower proficiency levels (Horwitz, 2001; Krashen, 1982).

Msila University, like many institutions in Algeria, is situated in a multilingual and multicultural environment where students are required to learn English as a foreign language in addition to their native Arabic or Tamazight, and often French. For first-year students, transitioning into a university setting presents unique challenges. Many come from rural or under-resourced educational backgrounds, where opportunities for English language exposure and practice were limited. These students often encounter a steep learning curve, grappling with academic demands in an unfamiliar linguistic medium.

Moreover, the Algerian educational context adds another layer of complexity. English, while gaining importance globally, is still a secondary language in Algeria compared to French, which has historical and cultural precedence. This linguistic hierarchy may contribute to students' apprehension toward English and exacerbate their anxiety. At Msila University, first-year students

find themselves navigating not only new academic pressures but also the psychological burden of language anxiety, which may hinder their efforts to develop second language proficiency.

Understanding this backdrop is essential for identifying the mechanisms through which language anxiety impacts proficiency and determining effective strategies to support learners. This study focuses on this critical transitional stage in the students' academic lives, aiming to provide insights into the relationship between language anxiety and second language proficiency. By contextualizing the issue within the unique challenges faced by first-year Msila University students, the research seeks to contribute to both the local and global discourse on second language acquisition and learner psychology.

This study seeks to explore the intricate relationship between language anxiety and second language proficiency among first-year students at Msila University. These students, transitioning from high school to a university setting, often face heightened levels of academic and social stress, which may exacerbate their language anxiety. By examining this specific group, the research aims to uncover how fear and self-doubt influence their journey toward language fluency and what pedagogical strategies might alleviate such challenges.

The findings from this research could offer critical insights for educators and policymakers, emphasizing the importance of fostering a supportive and anxiety-reducing language learning environment. Additionally, the study may contribute to the broader discourse on second language acquisition, providing valuable implications for improving student outcomes in diverse educational contexts.

## **2.Problem Statement**

Language acquisition is essential for academic and professional development, especially in multilingual contexts like Algeria. However, many students at Msila University face significant barriers in achieving proficiency in English, a key second language. Language anxiety, characterized by feelings of nervousness, fear, and apprehension in language learning contexts, is a major factor influencing students' progress. Despite its critical role, the relationship between language anxiety and second language proficiency remains underexplored in the Algerian context. Understanding this dynamic is vital for addressing students' struggles and fostering effective language learning strategies.

### **3. Research Objectives:**

1. To examine the levels of language anxiety among first-year Msila University students learning English as a second language.
2. To assess the impact of language anxiety on students' second language proficiency in speaking, writing, reading, and listening.
3. To identify factors contributing to language anxiety in the context of Msila University.
4. To propose strategies for reducing language anxiety and enhancing second language proficiency.

### **4. Research Questions**

1. What are the common manifestations and levels of language anxiety among first-year students at Msila University?
  - How does language anxiety affect students' performance in different language skills?

2. What are the key factors that contribute to language anxiety among these students?

- What interventions can be designed to mitigate language anxiety and promote language learning?

## **5.Hypotheses**

**H1:** Classroom environment, teacher feedback, and peer interaction play a moderating role in the relationship between language anxiety and language proficiency among first-year students at Msila University.

**H2:** External factors such as teaching methods, peer pressure, and lack of exposure significantly contribute to language anxiety.

## **6.Literature Review**

The concept of language anxiety, first theorized by Horwitz, Horwitz, and Cope (1986), highlights the unique psychological barriers learners face in second language contexts. Studies by MacIntyre and Gardner (1994) confirm that language anxiety impairs cognitive processing, leading to diminished performance. In multilingual settings like Algeria, sociolinguistic factors further complicate language learning (Dewaele, 2007). Research on Algerian students (e.g., Bouazid, 2015) suggests that limited exposure to English and cultural biases exacerbate anxiety. However, studies specific to the university transition phase remain scarce, making this investigation particularly timely.

## **7.Research Design and Methodology**

### **7.1. Research Design**

This study adopts a **mixed-methods research design**, which combines both **quantitative** and **qualitative** approaches to provide a comprehensive understanding of the relationship between language anxiety and second language (L2) proficiency among first-year university students.

### **7.2. Research methodology:**

This section elaborates on the research methodology and provides a comprehensive explanation of the processes involved in data collection, analysis, discussion, and interpretation. It also describes the techniques and strategies used to meet the research objectives and address the research questions.

### **7.3. Population and Sampling**

The target population consists of 100 **first-year English as a Foreign Language (EFL) students** enrolled at Msila University and **university teachers** who teach English at the same level. A sample of **40 first-year EFL students** was selected to participate in the student questionnaire. These students were chosen based on their willingness to participate and their regular attendance in English classes.

**In addition, a total of 10 EFL teachers** who currently teach or have taught first-year university students were selected. All 10 teachers completed a teacher questionnaire, and were subjected to a **semi-structured interview**.

### **7.4. Data collection tools:**

To achieve the main aims of this descriptive study, the researchers employed three

Data collection tools: a questionnaire for EFL teachers, an interview with teachers and five classroom observations of both teachers and students. This triangulation approach was used to ensure the accuracy of the collected data.

### **8. Significance of the Study:**

This research aims to contribute to the understanding of affective barriers to SLA, providing actionable insights for educators and policymakers. By focusing on first-year Msila University students, it addresses a critical gap in localized research and offers a foundation for broader studies in Algeria and similar contexts.

### **9. Limitations**

1. The study focuses on first-year students at a single university, limiting generalizability.
2. Self-reported data on anxiety levels may introduce bias.
3. Time constraints may restrict longitudinal analysis of anxiety and proficiency changes.

## **Chapter One: Literature Review**

### **1. Language Anxiety Conceptual Framework:**

Defined broadly as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning (Horwitz et al., 1986), language anxiety can profoundly affect learners' academic performance, motivation, and willingness to communicate. Researchers have categorized it into various types—communication apprehension, fear of negative

evaluation, and test anxiety—each with unique triggers and manifestations. These forms of anxiety often stem from personal, contextual, and linguistic sources. The affective filter hypothesis, introduced by Krashen (1982), suggesting that high anxiety can block language input from being effectively processed.

### **1.1. Definition of language anxiety**

There are multiple definitions of anxiety; however, in broad terms, it can be defined as “the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983; p. 15). The term “anxiety” is generally defined as a state of apprehension and fear resulting from predicting a threatening situation or event (Hilgard, Atkinson, & Atkinson, 1971). Anxiety is a phenomenon which characterized by a feeling of discomfort, nervousness, vague fear, and apprehension that is not associated to a specific situation or event (Krashen, 1985, Alrabai, 2014).

Horwitz, Horwitz, & Cope (1986) view language anxiety as a discrete combination of beliefs, self-perceptions, behaviors, and feelings related to classroom learning that arouse from the uniqueness of the language learning process. MacIntyre & Gardner (1993) defined language anxiety as the fear or apprehension occurring when learners anticipate to perform in the second or foreign language. It is also defined as the worry and negative emotional reaction when using or learning a second or foreign language (MacIntyre, 1999).

Spielberger (1972, p. 482) defines anxiety as “an un-pleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, nervousness, and worry”. Scovel (1991, p. 18) further states, that “anxiety is a psychological construct, commonly

described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object”

## **1.2.Types of Language Anxiety**

A considerable amount of literature has been published to describe the role of anxiety in language learning process (Coşkun & Taşgin, 2018; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Tokur, 2016). It is necessary to describe what is meant by the word ‘anxiety’. MacIntyre and Gardner (1991) described three basic kinds of anxiety: “trait anxiety, state anxiety, and situation-specific anxiety”. In the literature, trait anxiety is generally understood to mean “a feature of an individual’s personality and therefore is both stable over time and applicable to wide range of situations” (MacIntyre, 1999, p.217).

The term ‘state anxiety’ tends to be used to refer to “varies in intensity and duration and fluctuates over time as a function of the amount of stress that impinges upon an individual and that individual’s interpretation of the stressful situation as personally dangerous or threatening” (Spielberger, 1976, p. 5). Situation-specific anxiety is a more recent term and Chan and Wu comment on that “unlike trait and state perspective, situation-specific perspective requires the respondents to ascribe their anxiety to particular sources.” (2004, p.291).

The several types of anxiety can be grouped into several classes, which overlap to a certain degree. The first type of anxiety is trait anxiety which is defined as the person’s tendency to be nervous or feel tension regardless of the particular circumstances (MacIntyre & Gardner, 1989). The second type of anxiety is situational anxiety where people feel nervous or tension at a particular situation in response to some outside stimulus such as the people’s fear of verbal

interaction (MacIntyre & Gardner, 1989). The third type of anxiety is fear of negative evaluation where people worry about what others think of them (Horwitz, Horwitz, & Cope, 1986).

Other types of anxieties that might appear in classroom are test anxiety and subject or task anxiety. Test anxiety is defined as the fear of poor performance on tests (Horwitz, Horwitz, and Cope, 1986). Subject or task anxieties are defined as the fear tasks associated with listening, grammar, speaking, writing, or reading (Matsuda & Gobel, 2001).

### **1.3. Communication Apprehension**

Communication apprehension is defined as the learner's level of anxiety or fear connected with either real or expected communication with other people (McCroskey, 1978).

### **1.4. Test Anxiety:**

Test anxiety is known as the tendency to view the results of poor performance in an evaluative situation (Sarason, 1984). Test anxiety is apparently appear when learners performed poorly in the previous tests. In this situation, learners develop a negative image about tests and have illogical perceptions in evaluative situation. This negative image is transferred to the present English class unconsciously (Chan & Wu, 2000).

### **1.5. Sources of Language Anxiety**

The sources of foreign language learning anxiety have been a major focus of previous research. Jackson (2002) states that situational variables such as course level, course activities, instructor behavior, and course organization constitute major sources of foreign language learning anxiety. Dewaele (2002) investigated learner variables as sources of foreign language learning anxiety; these variables include beliefs, gender, age, personality, and learning styles.

Some other researchers argued that the native language ability and language learning aptitude are the main sources of foreign language learning anxiety (Sparks & Ganschow, 1991). Young (1991, p.426) listed six possible sources of foreign language learning anxiety: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing". Horwitz, Horwitz, & Cope (1986) identified three sources of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is defined as the learner's level of anxiety or fear connected with either real or expected communication with other people (McCroskey, 1978)

## **2. Theoretical perspectives:**

### **2.1. Affective Filter Hypothesis (Krashen)**

Krashen's (1982) hypothesis of second language achievement consists of five major key points, which are Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective filter hypothesis. Krashen's affective filter hypothesis (1985) suggests that language learners might be distracted by emotional factors in language learning process.

It is possible that students would not be able to absorb what they should learn in class because of their teacher's uncongenial manners or classmates' aggressive and competitive attitudes. Stephen Krashen (1982), a distinguished professor at University of Southern California, implies that language teachers should create a comfortable, lower affective filter and motivation stimulating study environments, where learners can develop higher self-esteem and greater sense of confidence and fulfillment

## **2.2. Foreign Language Anxiety Model (Horwitz et al.).**

Anxiety when associated with learning a foreign language is termed as “second/foreign language anxiety related to the negative emotional reactions of the learners towards foreign language acquisition (Horwitz,2001). FLA is generally viewed as a complex and multi-dimensional phenomenon of self-perceptions, beliefs, feelings and behaviors related to foreign language learning (Horwitz, Horwitz, & Cope, 1986).There are two approaches to identifying foreign language anxiety (Horwitz, & Young, 1991)

1. transfer approach – where FLA is viewed as a manifestation of other forms of anxiety;
2. unique approach – where foreign language achievement is correlated with FLA but not with other types of anxiety

Foreign language anxiety has various manifestations. These manifestations included distortion of sounds, freezing up when called on to perform, forgetting words and phrases just learned, refusing to speak and remaining silent, complaining of difficulties in discriminating the sounds and structures of a foreign language message, over-study without any improvement in grades, a desire to gain teacher approval, avoiding eye contact, joking, short answer responses, avoiding activities in class, coming unprepared to class, acting indifferent, cutting class, putting off taking the foreign language until the last year, and crouching in the last row (Horwitz, et al., 1986; Young, 1991)

## **2.3. Introduction to Foreign Language Anxiety (FLA)**

The FLA is based on the situation-specific construct of foreign language anxiety proposed by Horwitz, et al. (1986). The FLA is a 33-item self-report measure that consists of items scored on a 5-point Likert Scale, ranging from strongly agree to strongly disagree. The 33 items assess a

learner's level of foreign language anxiety, as evidenced by subjective feelings, perceptions, negative attitudes towards foreign language classes, and avoidance behaviors (Horwitz, 1986). In terms of specific language skills, the FLA mainly addresses anxiety associated with speaking in foreign language learning.

### **3. Empirical Studies:**

#### **3.1. Previous research linking language anxiety with SLA performance.**

According to a definitions provided in the literature, while facilitating anxiety regulate individual's performance in a positive and motivate them to accomplish, debilitating anxiety has detrimental effect on people and it leads to avoidance behavior during the task performance (Alpert & Haber, 1960). Numerous studies indicated that gender is a determining factor in FLA among students. Some researchers point out females feel high level anxiety (Aydin, 2008; Dewaele et al., 2008; Öztürk & Gürbüz, 2013).

However, others claim that males are more anxious compared to females while learning a foreign language (Aida,1994; Campbell & Shaw, 1994; Na, 2007; Wang, 2014). To date, several studies have investigated whether students grade levels have a significant effect on their FLA (Dewaele et al., 2008; MacIntyre & Gardner, 1994). Those studies provide contradictory results. In their seminal article Dewaele et al. (2008) note that younger students are more anxious. However, MacIntyre and Gardner (1994) report that older students have high level of anxiety.

Pan and Akay (2015) conducted a study with university students. Unlike Hussain et al. (2011), they find out that no significant link exists between anxiety and attitudes towards English lesson. Similarly, in their study conducted with 700 university student, Coşkun and Taşgin (2018) note that there is no relationship between attitudes and anxiety.

Ganschow (1991) characterizes second language anxiety (SLA) as a natural consequence of challenges and limited achievements in second language learning. Ellis (1994) asserts that language anxiety tends to intensify when acquiring a second language. Worde (1998) specifies that a substantial proportion of learners, ranging from one-third to one-half, express experiencing debilitating levels of language anxiety. Numerous studies have explored the impact of SLA on learners' performance in second language classrooms. Pichette (2009) contends that learners encounter SLA as they fear criticism, negative evaluation, and judgmental remarks in a second language learning setting. Lababidi (2016) highlights the manifold challenges faced by second language learners, rooted in psychosocial and educational factors unique to each learner's context. Ehrman (1996) elucidates that individuals employ various methods, including "defense mechanisms," to safeguard their emotional equilibrium and self-esteem

Anxious language learners may exhibit defensive indicators such as hesitancy in participation, avoidance of tasks, and a negative attitude. Horwitz (2001) notes the extensive research on SLA/FLA, emphasizing anxiety as a highly studied variable in psychology and education. Researchers have delved into identifying the effects on learners' language acquisition processes and diagnosing various causes of SLA. When investigating second language anxiety, it is essential to incorporate different variables introduced by Bailey in 1983.

One such variable, the intrapersonal variable, can significantly impact learners' language anxiety, encompassing personal characteristics, beliefs, and attitudes within second language learning (Bailey, 1983.). Gargalianou et al. (2015) identify socio-biographical variants such as personality, self-worth, age, frequency of language use, and gender as factors influencing learners' language learning process. Peacock (2001) and Altan (2006) underline that some

learners hold unrealistic beliefs about language learning, such as the notion that a second language should be spoken with a native-like accent and that learning involves memorization and translation.

Bailey's study (1983) one of the first to examine the second language anxiety from learners' perspectives, reveals that the competitive nature of second language learning can induce anxiety as learners compare themselves with their peers. Park (1995) conducted a study involving 338 English as a foreign language learner in Korean universities, identifying themes like motivation, formal English, self-efficacy, social interaction, learning spoken English, and foreign language aptitude as significant sources of anxiety. Bacon and Finnemann's study (1990) with 938 Spanish language learners suggests that curriculum planners should consider learners' attitudes towards language learning and understand their expectations. Guiora (1983) asserts that foreign language learning itself is a "profoundly unsettling psychological proposition."

MacIntyre and Gardner (1993) find that anxious learners often underestimate their true language proficiency. Horwitz, Horwitz and Cope (1986) link overstudying to second language anxiety, while Hashemi and Abbasi (2013) clarify that the cultural and social environment can impact learners' second language anxiety (SLA), is emphasizing the significance of the learning environment. Learners may be particularly concerned about factors such as ethnicity, foreignness, social status, relations within the class, or gender Gender is highlighted as a prominent factor in the language learning process by Batters (1986). Kitano (2001) establishes a link between gender and second language anxiety, noting that male learners who perceive themselves as less competent in a second language tend to experience higher level of anxiety as compared to female learners.

While Campbell and Shaw (1994) and Kitano (2001) suggest that female learners experience less anxiety level, On the other hand, some other researchers reported the opposite notion (Donovan & MacIntyre, 2005; Furnham & Heaven, 1999; Machida, 2001). Öztürk and Gürbüz (2013) observe that female learners exhibit greater motivation in learning English than their male counterparts but they also note that female learners tend to feel more anxious when speaking English in the classroom compared to male learners.

According to Ohata (2005), teachers' perceptions are important in learners' second language acquisition. Second language teachers can help to reduce the anxiety level of the students when teaching the target language. As mentioned by Kráľová (2016), traditional learning styles, Conversely, the study by Dewale, MacIntyre, Boudreu and Dewale (2016) finds that female learners describe their second language classroom as more enjoyable than male learners, despite experiencing higher levels of anxiety. Studies by Dewaele et al. (2008) and Matsuda and Gobel (2004) indicate no significant difference in second language anxiety between gender groups

### **3.2. Cultural and contextual factors influencing anxiety in Algerian students.**

This part explores how **specific cultural values, social norms, and educational contexts in Algeria** contribute to the development or intensification of **student anxiety**, particularly in academic settings. Here are some Key points:

- The role of **family expectations**, particularly in traditional Algerian families that value academic achievement.
- The impact of **collectivist culture**—students may fear letting down their community or family, leading to performance anxiety.

- The pressure of learning and being assessed in **foreign languages** (e.g., French or English) which are not students' first languages.
- Transition between **Arabic, Tamazight, and foreign language instruction** and its psychological burden.
- **Overcrowded classrooms**, limited teacher-student interaction, or poorly equipped learning environments.
- **Exam-oriented culture** leading to test anxiety.
- Cultural expectations around gender may impose **additional anxiety on female or male students**, depending on societal roles and expectations.
- Broader **socioeconomic concerns**, including unemployment or political uncertainty, may exacerbate students' stress about the future.

#### **4. Gap in Literature:**

- **Limited focus on first-year Algerian university students and their unique challenges.**

This study's focus on speaking and writing is critical as these productive skills, which directly affect language performance and student confidence, are often the most vulnerable to anxiety (Horwitz et al., 1986). While existing research provides valuable insights into foreign language anxiety, there seems to be a gap in the literature in terms of focusing on practical coping strategies for speaking and writing skills by bringing together the perspectives of both first-year students and lecturers in depth. This study aims to contribute to filling this gap in literature by exploring these perspectives in depth and helping to develop theoretical and practical insights.

#### **Conclusion**

To conclude, language anxiety is an important factor that can make learning a new language more difficult. It comes in different forms, such as fear of speaking, worry about being judged, and stress during tests. Many things can cause it, including classroom settings, personal feelings, and teaching methods. Researchers like Horwitz have helped us understand this better, and theories like Krashen's affective filter show how strong emotions can block learning. Understanding language anxiety can help teachers support students more effectively in their language learning journey.

## **Chapter Two: Theoretical Part: Research design and Methodology**

### **2. Research Design and Methodology:**

This chapter covers the methodological elements of the study fieldwork and is divided into three parts. The first part provides an overview of the theoretical part related to the research design, sampling techniques, and setting, along with details about the primary data collection tools used.

The second part focuses on the analysis, interpretation and discussion of the collected data. Finally, the third part presents the overall conclusion from the study and suggests recommendations for future research. This chapter aims to collect data to address the main research questions.

## **2.1. Research Design**

This study adopts a **mixed-methods research design**, combining both **quantitative** and **qualitative** approaches to provide a comprehensive understanding of the relationship between language anxiety and second language (L2) proficiency among first-year university students. The design enables triangulation of data collected through questionnaires and interviews, enhancing the validity and reliability of the findings.

## **2.2. Research Approach**

A **descriptive correlational approach** is employed in the quantitative phase to examine the degree of relationship between students' levels of language anxiety and their L2 proficiency. The **qualitative phase** explores teachers' perceptions and experiences with anxious learners through a semi-structured interview, providing deeper insight into the phenomenon under investigation.

## **2.3. Research methodology:**

This section elaborates on the research methodology and provides a comprehensive explanation of the processes involved in data collection, analysis, discussion, and interpretation. It also describes the techniques and strategies used to meet the research objectives and address the research questions.

## **2.4. Population and Sampling**

### **2.4.1. Target Population**

The target population consists of **first-year English as a Foreign Language (EFL) students** enrolled at Msila University and **university teachers** who teach English at the same level.

### **2.4.2. Sampling Technique**

A **purposive sampling technique** was used to select participants for both groups:

- **Students:** A sample of **40 first-year EFL students** was selected to participate in the student questionnaire. These students were chosen based on their willingness to participate and their regular attendance in English classes.
- **Teachers:** A total of **10 EFL teachers** who currently teach or have taught first-year university students were selected. All 10 teachers completed a teacher questionnaire, and the same group participated in a **semi-structured interview**.

#### **2.4.3. The setting:**

This study was conducted at the University of Msila during the year 2024/2025.

### **3. Data collection tools:**

To achieve the main aims of this descriptive study, the researchers employed three Data collection tools: a questionnaire for EFL teachers, another questionnaire for students, an interview with teachers and classroom observations of both teachers and students. This triangulation approach was used to ensure the accuracy of the collected data.

### **4. Description of Teachers' questionnaire:**

The questionnaire was distributed to 15 EFL instructors in the Department of English, M'sila. Only ten of them gave back their answers. It is composed of four sections-**section A-** Demographic Information (two open questions)

**Section B:** on students' anxiety (five Likert scale grid), **Section C:** On teaching strategies (05 likert scale grid plus two open questions, **section D-**challenges and suggestions (05 open questions)

#### **The Aim of Teacher's Questionnaire**

The aim of the teachers' questionnaire is to

- detect the presence and indicators of language anxiety among learners.
- know and understand the perceived impact of anxiety on language performance and classroom engagement.
- get acquainted with teachers' strategies used to reduce learners' anxiety.

## **5. Description of the Teachers' interview:**

The interview consists of seven open questions related to classroom language anxiety manifestation, the main challenges students face in speaking English, the way teachers handle situations where students are anxious, strategies teachers use to appease students' anxiety in class, corrective feedback etc.

### **Aims of the interview:**

The purpose of using the interview as a data collection method is to explore the teachers' perceptions about learners' anxiety, challenges, teachers' assistance in class, and how teachers maintain a supportive atmosphere in the class.

## **6. Classroom observation:**

Four classroom observations were conducted. The observation grid consists of four Sections- Section A-students' Behaviour-four selections (A, B, C), section B-Teacher's behaviour (three selections A, B and C)-Section C-Classroom Atmosphere (2 options selection (A, B and C)- Section D students' activities with 02 options and an overall observation with 04 options (yes and no)

## **7.Data collection**

The data collection for this study was conducted over the course of several weeks, following a sequential and structured approach designed to ensure coherence, triangulation, and data richness.

The procedure comprises three main phases:

### **Phase One: Distribution and Collection of teachers' and students' Questionnaires:**

Teachers' questionnaire was administered to 10 participants. And students' questionnaire was distributed to First EFL BA levels with a sample of 40 students-Msila University.

**Phase Two: Conducting a Semi-Structured Interview:** the second phase consisted of conducting a semi-structured interview with a subsample of 10 EFL instructors.

**Phase Three: Classroom Observation Checklist:** The final phase of data collection involved direct classroom observations, conducted during four sessions visits to First year students, Msila University. These sessions took place in March and April 2024

## **8.Data Analysis Procedures**

Data from both the student and teacher questionnaires will be analyzed using descriptive statistics and correlation analysis to examine the relationship between language anxiety and self-reported language proficiency. Interview data will be analyzed through thematic content analysis, following these steps:

- Transcription of audio-recorded interview.
- Coding and categorization of recurring themes.
- Interpretation in light of existing literature and the quantitative findings.

## 9. Ethical Considerations

All participants were informed about the purpose of the study and gave their **informed consent** prior to participation. Anonymity and confidentiality were strictly maintained throughout the research process, and participants were given the right to withdraw at any stage.

### Analysis of Teachers' Questionnaire (First-Year EFL Instructors)

#### Section A: Demographic Information

**Table 1: Number of Years of Teaching English**

Number of Years of Teaching English:	2-5	%	5-8	%	8..	%
	4	40	3	30	3	30

**Total: 10**

**Comment:** The majority of teachers surveyed (7 out of 10) have between 2 and 8 years of experience, indicating a moderately experienced group. Only 3 teachers reported having over 8 years of experience.

**Table 2: Educational Background**

<b>Educational Background</b>	<b>N.Conformed</b>	<b>%</b>	<b>MA</b>	<b>%</b>	<b>PhD</b>	<b>%</b>
	<b>3</b>	<b>30</b>	<b>2</b>	<b>20</b>	<b>5</b>	<b>50</b>

**Comment:**

**Total: 10**

Half of the respondents hold a PhD (5 out of 10), while the remainder possess either an MA (2) or a non-conforming educational background (3). This suggests a relatively high level of academic qualification among participants.

**Table 3: Training in Language Anxiety or Second Language Acquisition**

<b>On training reception related to language anxiety or second language acquisition</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
	<b>02</b>	<b>20</b>	<b>08</b>	<b>80</b>

**Total: 10**

Only 2 out of 10 teachers have received relevant training, highlighting a significant gap in professional development concerning language anxiety and SLA. This may affect their ability to effectively address such issues in class.

**Table 4 : Observed Student Anxiety in Class**

<b>Q1. On sharing specific examples of situations where teachers observed student anxiety in your class</b>		
<b>Examples</b>	<b>Nb</b>	<b>rate</b>
<b>1.</b> In a recent speaking activity, I noticed a few students hesitating to participate and showed signs of anxiety, such as looking down to skip their turn and avoiding eye contact	<b>4</b>	<b>40%</b>
<b>2.</b> students who usually participate actively remain silent because they were worried about making mistakes while speaking English in front of their peers.	<b>3</b>	<b>30%</b>

3.I have students who become anxious during assessments, especially oral exams. They stumbled over their words and asked to start over multiple times	3	30%	
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**Total 10**

**Comments :**

Teachers reported noticeable student anxiety particularly during speaking activities and oral assessments. Hesitation, silence, avoidance behaviors, and performance issues during evaluations were the most common indicators, showing that communicative tasks are key triggers of anxiety.

1. **Speaking activities** seem to cause the highest level of observable anxiety. This may suggest students may lack confidence or fear negative judgment from peers.
2. A notable number of students feel **pressure during oral assessments**, indicating that test-related stress plays a role in their anxiety.
3. Even active students withdraw due to the **fear of making mistakes**. this shows how performance anxiety can affect students' participation.

**Table 5 : The impact of students' Language Anxiety on their academic performance**

<b>Q2. .On teachers' perception on how students' language anxiety impacts their overall academic performance and participation</b>		
<b>Impacts</b>	<b>Nb</b>	<b>rate %</b>
<b>Impact 1:</b> Language anxiety often leads to reduced participation in classroom activities. Students may avoid volunteering answers or contributing to discussions, which ultimately limits their opportunities for practice and reinforcement of their language skills. This can hinder their overall language development and academic performance.	<b>4</b>	<b>40</b>
<b>Impact 2:</b> Anxiety can negatively affect students' test performance. When students are overly anxious about assessments, they may struggle to	<b>3</b>	<b>30</b>

concentrate, leading to mistakes or incomplete answers. This can result in lower grades, impacting their motivation and engagement in the subject, as they may begin to believe that they are not capable of succeeding.

<b>Impact 3:</b> Students experiencing language anxiety may develop a fear of making mistakes, which can hinder their creativity. This fear can lead to anxiety which prevents them from engaging fully in language-based tasks, resulting in a lack of confidence	<b>3</b>	<b>30</b>
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**Total 10**

**Comment :** The pie chart shows that the most significant impact of language anxiety is **reduced classroom participation (40%)**, followed by **poor test performance** and **fear of making mistakes** (both at 30%). This highlights how anxiety not only affects academic results but also limits students' engagement and confidence in language learning activities.

## Section B: Student Anxiety

**Table 6-On students' anxiety**

<b>Statements</b>	<b>SA</b>	<b>%</b>	<b>A</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>SD</b>	<b>%</b>
<b>1.</b> I observe that my students often feel anxious when speaking English in class.	<b>1</b>	<b>10</b>	<b>6</b>	<b>60</b>	<b>03</b>	<b>30</b>	<b>00</b>	<b>00</b>
<b>1.</b> Many students hesitate to participate because they fear making mistakes.	<b>07</b>	<b>70</b>	<b>1</b>	<b>10</b>	<b>2</b>	<b>20</b>	<b>00</b>	<b>00</b>
<b>2.</b> Anxiety negatively impacts students' language learning progress	<b>00</b>	<b>00</b>	<b>10</b>	<b>100</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>

<b>3.</b> I notice students perform better in written tasks compared to oral tasks.	<b>02</b>	<b>20</b>	<b>07</b>	<b>70</b>	<b>01</b>	<b>10</b>	<b>00</b>	<b>00</b>
<b>5.</b> I believe students' fear of being judged affects their willingness to speak in class.	<b>06</b>	<b>60</b>	<b>03</b>	<b>30</b>	<b>01</b>	<b>10</b>	<b>00</b>	<b>00</b>

**Total 10**

**Comments:** Most teachers agree that **fear of making mistakes** (Q2) and **judgment by peers** (Q5) significantly contribute to anxiety. All teachers unanimously agreed that **anxiety hinders language learning** (Q3), highlighting it as a major barrier. Students tend to perform **better in written tasks** (Q4), suggesting that oral activities are more anxiety-inducing. Observation of anxiety during speaking tasks (Q1) was common, with 6 agreeing and 1 strongly agreeing.

## Section C: Teaching Strategies

**Table 7: Table 7 – Anxiety-Reducing Teaching Strategies**

<b>Statements</b>	<b>SA</b>	<b>%</b>	<b>A</b>	<b>%</b>	<b>D</b>	<b>%</b>	<b>SD</b>	<b>%</b>
<b>1. I use of pair/group activities to encourage student participation</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>60</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
<b>2. I provide constructive feedback to minimize students' fear of making mistakes.</b>	<b>07</b>	<b>70</b>	<b>3</b>	<b>30</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
<b>3. I incorporate anxiety-reducing activities (e.g., games, role-plays, discussions).</b>	<b>03</b>	<b>30</b>	<b>03</b>	<b>30</b>	<b>02</b>	<b>20</b>	<b>02</b>	<b>20</b>
<b>4. I create a supportive and relaxed classroom environment</b>	<b>06</b>	<b>60</b>	<b>04</b>	<b>40</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>

<b>5. I encourage students to ask questions without fear of judgment.</b>	<b>07</b>	<b>70</b>	<b>03</b>	<b>30</b>	<b>00</b>	<b>00</b>	<b>00</b>	<b>00</b>
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**Total 10**

**Comments :** Teachers widely implement **pair/group work** (Q1) and **constructive feedback** (Q2) to lower anxiety. **Creating a supportive environment** (Q4) and **encouraging open questioning** (Q5) were also common, showing an awareness of classroom atmosphere. However, **only 6 out of 10** teachers actively use **specific anxiety-reducing activities** (Q3), suggesting an area for growth.

**Table 8 – Effective Strategies**

<b>Q1. Q1.specific strategies teachers find most effective for helping students feel more comfortable using English in class</b>		
	<b>Nb</b>	<b>rate</b>
<b>1. A. Incorporating fun, games or role-plays to reduce pressure and build confidence.</b>	<b>4</b>	<b>40</b>
<b>2. Creating a supportive classroom environment where mistakes are seen as part of the learning process.</b>	<b>3</b>	<b>30</b>
<b>3. Encouraging peer collaboration and group discussions so students practice with each other before speaking to the whole class.</b>	<b>2</b>	<b>20</b>
<b>Total 10</b>		

**Comments:**

**Games, role-plays, and supportive environments** were the top methods reported to boost comfort in class. Encouraging **peer interaction** was also valued, suggesting social support helps ease performance anxiety.

**Table 9 Addressing Visible Anxiety**

<b>Q2. addressing situations where students are visibly anxious or hesitant to participate</b>		
	<b>Nb</b>	<b>rate</b>

1. Gently encouraging participation by asking simple questions that students can easily answer.	4	40
2. Pairing shy students with supportive peers in group or pair work to ease them into speaking.	3	30
3. Offering non-verbal ways to participate as written responses or using gestures to boost their confidence gradually	3	30
<b>Total</b>	<b>10</b>	

**Comment:** Teachers use **gentle encouragement**, **peer support**, and **non-verbal alternatives** to address hesitation—indicating adaptive, student-centered responses.

## Section D : Challenges and Suggestions

**Table 10 – Challenges in Addressing Language Anxiety**

<b>Q1. challenges faced in addressing language anxiety in the classroom</b>		
	<b>Nb</b>	<b>rate</b>
1. Identifying the root causes of anxiety, since students often don't openly express their discomfort.	5	50
2. Balancing the need for student participation with the risk of increasing their anxiety.	2	20
3. Managing large class sizes, which makes it harder to provide individual support.	3	30
<b>Total</b>	<b>10</b>	

**Comment :** The top challenge is **identifying anxiety**, as students often **do not verbalize their struggles** (5 responses). **Large class sizes** and the difficulty in balancing **participation vs. pressure** are other common issues.

**Table 11 Contributing Factors to Student Anxiety**

<b>Q2. In your experience, what factors contribute most to students' anxiety ?</b>		
	<b>Nb</b>	<b>rate</b>
1. A. Fear of making mistakes in front of peers or the teacher.	5	50
2. Lack of confidence in their language proficiency.	3	30
3. Pressure to perform well academically or meet family expectations.	2	20
<b>Total</b>	<b>10</b>	

**Fear of mistakes** and **low self-confidence** are the leading causes of anxiety. External pressures, such as **academic or family expectations**, also play a role.

**Table 12 Effective Strategies for Reducing Anxiety**

<b>Q. 3. strategies teachers found most effective in reducing students' anxiety</b>		
	<b>Nb</b>	<b>rate</b>
<b>1.</b> Building a positive and non-judgmental classroom environment where all contributions are valued.	<b>6</b>	<b>60</b>
<b>2 .</b> Gradually increasing speaking opportunities, starting with pair work before moving to whole-class discussions.	<b>3</b>	<b>30</b>
<b>3.</b> Providing consistent positive feedback and reassurance to boost self-confidence.	<b>01</b>	<b>10</b>
<b>Total</b>	<b>10</b>	

**Comment :**

Most effective strategy is **creating a non-judgmental classroom** (6 responses). Gradual exposure to speaking tasks and **positive feedback** are also emphasized.

**Table 13 : Needed Resources or Training**

<b>Q4. additional resources or training teachers think would help them better address language anxiety in their classes</b>		
	<b>Nb</b>	<b>rate</b>
<b>1.</b> Workshops or seminars on emotional intelligence and classroom psychology.	<b>2</b>	<b>20</b>
<b>2.</b> Access to teaching materials specifically designed to support anxious learners.	<b>5</b>	<b>50</b>
<b>3.</b> Training on differentiated instruction techniques that address diverse learner needs.	<b>2</b>	<b>20</b>
<b>Total</b>	<b>10</b>	

**Comment:**

Teachers request **materials tailored to anxious learners** most (5 responses), showing a need for practical tools. • Interest in **training on emotional intelligence** and **differentiated instruction** suggests a desire to deepen pedagogical knowledge.

**Table 14 – Collaboration to Support Anxious Students**

<b>Q5. On Collaborating with other teachers or staff to support anxious students</b>		
	<b>Nb</b>	<b>rate</b>
<b>1.</b> Sharing observations and strategies when meeting through informal discussions.	<b>4</b>	<b>40</b>
<b>2.</b> Coordinating with school support staff to provide more help.	<b>2</b>	<b>20</b>
<b>3.</b> Engaging in peer teaching arrangements to jointly manage classroom dynamics.	<b>4</b>	<b>40</b>
<b>Total</b>	<b>10</b>	

**Comment :** Teachers often share strategies informally **or** team **up** through peer teaching.

Collaboration with support staff is less frequent, possibly indicating underused institutional support systems.

### **Analysis of Students' Questionnaire (First-Year EFL Tertiary Level)**

#### **Section A: Demographic Information**

**Table 15: Demographic information**

<b>Demographic Information</b>								
<b>Age</b>	<b>nb</b>	<b>%</b>	<b>Gender</b>			<b>Experience Learning English</b>	<b>Nb</b>	<b>rate %</b>
<b>18</b>	<b>29</b>	<b>72.50</b>	<b>Female</b>	<b>31</b>	<b>77.50 %</b>	<b>7 years</b>	<b>31</b>	<b>77.50</b>
<b>20</b>	<b>01</b>	<b>2.50</b>	<b>Male</b>	<b>09</b>	<b>22.5%</b>	<b>8 years</b>	<b>09</b>	<b>22.5</b>
<b>19</b>	<b>10</b>	<b>25</b>						
<b>Total</b>							<b>40</b>	

**Comment:**

The majority of participants are 18 years old (72.5%), with a small number aged 19 (25%) and only one participant aged 20. Most participants are female (77.5%), while males make up only 22.5%. The data also show that a significant number (77.5%) have been learning English for 7 years, with the rest (22.5%) having 8 years of experience. This reflects a relatively homogeneous sample in terms of age, gender, and language learning experience.

**Table 16: Main Reason for Studying English**

Main Reason for Studying English	Nb	rate %
1. Academic requirements	31	77.50
2.. Personal interest	03	7.50
3. Career goals	04	10
5.Other (please specify): As a hobby	02	5
<b>Total</b>	<b>40</b>	

**Comment:**

Academic requirements are the dominant motivation for studying English (77.5%), followed by career goals (10%). Only a small portion study English out of personal interest (7.5%) or as a hobby (5%). This indicates that most students view English as a means to academic or professional advancement rather than for personal or recreational purposes.

**Section B: Language Anxiety:**

**Table: 17: language Anxiety**

Statements	SA	%	A	%	D	%	SD	%
1. I feel nervous when speaking English in front of the class.	25	62.50	10	25	05	12.5	00	00

2. I avoid speaking English because I fear making mistakes.	10	25	21	52.5	06	15	03	7.5
3. I get anxious during English exams or oral presentations.	27	67.5	11	27.5	02	5	00	00
4. I feel tense when my teacher corrects my mistakes in English.	10	25	11	27.5	12	30	07	17.5
5. I feel confident when communicating with native speakers of English.	11	27.5	20	50	07	17.5	02	5

**Total 40**

**Comment:**

The responses show a noticeable level of language anxiety among students. A significant number feel nervous speaking in class (62.5%) and anxious during exams or presentations (67.5%). Many also fear making mistakes (77.5% agree/strongly agree). However, confidence with native speakers is moderate, with 50% agreeing and only 27.5% strongly agreeing. These results suggest that language anxiety is prevalent, particularly in formal or evaluative settings.

**Section C: Learning Strategies and Motivation-Select the right option**

**Table 18-On English Improvement in class and outside**

Statements	yes	%	No	%
1. actively participate in class activities	31	77.50	09	22.5
2.I practice English outside the classroom	03	7.5	37	67.5
3.I enjoy learning English	20	50	0	00
4.I believe improving my English will help me achieve my goals.	25	62.5	15	37.50

**Comment:**

A large majority of students (77.5%) report actively participating in class, but only 7.5% practice English outside the classroom, indicating a lack of language exposure beyond the school

context. Half of the students enjoy learning English, and 62.5% believe it will help them achieve their goals. This reflects a positive classroom engagement but limited real-world practice.

**Table 19: On rating speaking and writing**

Questions	Poor		Fair		Good		Excellent	
	Nb	%	Nb	%	Nb	%	Nb	%
<b>1. On rating English-speaking skills?</b>	13	32.5	15	37.5	11	27.50	01	2.5
<b>2. On rating English writing skills?</b>	15	37.5	12	30	11	27.50	02	5

**Comment:**

Students generally rate their English-speaking and writing skills as fair to good. Speaking is rated as "fair" by 37.5% and "good" by 27.5%, while writing has similar trends. However, a noticeable percentage still rate themselves as "poor" in both skills (32.5% for speaking, 37.5% for writing), indicating room for improvement in productive language skills.

**Table 20: on students' improved proficiency**

Question	yes	%	No	%
<b>3. Do you believe your English proficiency has improved since joining university?</b>	31	77.5	09	2.5

**Comment:**

The majority (77.5%) believe that their English proficiency has improved since entering university, reflecting a generally positive perception of their language development and educational experience.

**Table 21: On the most challenging areas of English**

<b>4. areas of English students find most challenging</b>	<b>nb./40</b>	<b>%</b>
<b>1. speaking</b>	<b>07</b>	<b>17.5</b>
<b>2. writing</b>	<b>15</b>	<b>37.5</b>
<b>3. listening</b>	<b>17</b>	<b>42.5</b>
<b>4. Reading</b>	<b>09</b>	<b>22.5</b>
<b>5. Grammar</b>	<b>08</b>	<b>20</b>
<b>6. Vocabulary</b>	<b>16</b>	<b>40</b>

**Comment:**

Listening (42.5%) and vocabulary (40%) are the most frequently reported challenging areas, followed by writing (37.5%). Grammar and reading also pose some difficulties, though to a lesser extent. Speaking, often considered a common challenge, is less problematic in this group (17.5%). This suggests that receptive skills and vocabulary acquisition are the key areas needing further instructional focus.

**Section D: Improvement and Challenges**

**Table 21-Improvements and Challenges**

<b>Statements</b>	<b>Nb</b>	<b>%</b>
<b>1.On the most improved areas of English</b>		
<b>1. I feel I have improved most in my vocabulary and speaking skills.</b>	<b>25</b>	<b>62.5</b>
<b>2. I can now use more words in conversations</b>	<b>23</b>	<b>57.5</b>
<b>3. I feel more confident when talking in class or with classmates.</b>	<b>27</b>	<b>67.50</b>
<b>Total 40</b>		

**Comment:**

The majority of students (62.5%) feel they have improved mainly in **vocabulary and speaking**,

and 57.5% can now use **more words in conversations**, reflecting lexical growth and increased verbal fluency. Notably, 67.5% report feeling **more confident speaking in class or with peers**, indicating that classroom interaction and communicative practice may have contributed positively to their confidence and oral language skills. These results suggest a tangible sense of progress, especially in active language use.

**Table 22: On specific challenges students face when trying to improve their English Proficiency**

Statements	Nb	%
<b>2. specific challenges students face when trying to improve their English proficiency</b>		
1. One challenge is understanding native speakers when they speak fast.	23	57.5
2. I sometimes find grammar rules confusing and hard to remember.	16	40
<b>Total 40</b>		

**Comment:**

Over half of the participants (57.5%) struggle with **understanding fast speech from native speakers**, highlighting an issue with listening comprehension and real-time language processing. Additionally, **40% find grammar rules confusing**, which indicates an ongoing challenge with structural aspects of English. These insights reflect typical barriers for EFL learners and emphasize the need for targeted listening practice and simplified, contextualized grammar instruction.

**Table 23: Students' Root Causes for Anxiety When Learning or Using English**

Statements	Nb	%
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<b>3. On Students' root causes for their anxiety when learning or using English</b>		
1. I feel anxious when I am afraid of making mistakes	<b>14</b>	<b>35</b>
2. when others might laugh at me	<b>13</b>	<b>32.5</b>
3. speaking in front of the class makes me nervous.	<b>17</b>	<b>42.5</b>
<b>Total 40</b>		

**Comment:**

Anxiety appears to stem mainly from **speaking in front of the class** (42.5%), followed by fear of **making mistakes** (35%) and **peer judgment** (32.5%). These findings underline the social and performance-related pressures that contribute to language anxiety. Addressing these concerns through a supportive classroom environment and positive error treatment strategies could help reduce affective barriers.

**Table 24 Coping with feelings of anxiety in English language classes?**

<b>Statements</b>	<b>Nb</b>	<b>%</b>
<b>4. Coping with feelings of anxiety in English language classes</b>		
1. I try to prepare before class and practice at home	<b>18</b>	<b>45</b>
2. I also remind myself that it's okay to make mistakes because that's how I learn.	<b>35</b>	<b>87.5</b>
<b>Total 40</b>		

**Comment:**

The most common coping strategy reported is **reminding oneself that making mistakes is part of learning** (87.5%), which reflects a growth mindset among students. Nearly half (45%) also **prepare and practice at home**, showing proactive behavior toward managing anxiety.

These strategies suggest that many learners are developing metacognitive skills and resilience, which are crucial for self-regulated learning and long-term language success.

**Table: 25 Students' Motivation to Learn English**

Statements	Nb	%
<b>5. On students' motivation to learn English</b>		
1.I want to learn English to talk to people from other countries.	22	55
2.I want to learn English so I can get a good job in the future	33	82.5
3.English also helps me understand movies, music, and books.	09	22.5
<b>Total 40</b>		

**Comment:**

A strong instrumental motivation is evident, with 82.5% wanting to learn English **for better job prospects**, and 55% seeking to **communicate internationally**. Only 22.5% are motivated by **cultural/media interests**, indicating that while some integrative motivation exists, career and communication purposes dominate. These findings suggest that English is primarily viewed as a practical tool for socioeconomic mobility and global interaction.

**Analysis of Interview Guide for Teachers**

**Table 26-Teachers' experiencing language anxiety in class**

1. How do you experience language anxiety in your regular class sessions?	Nb	Rate
I usually feel anxious when I have to give instructions or explain complex ideas in English. I worry that I might make errors or be misunderstood.	05	50%
My anxiety shows up mostly when I'm being observed or when students ask unexpected questions. I become overly self-conscious about my grammar and pronunciation.	02	20%
I don't feel anxious all the time, but there are moments when I lose confidence, especially during speaking tasks or when switching quickly between languages.	02	20%

I feel nervous when I realize my students are more fluent than I expected. It puts pressure on me to maintain authority and accuracy.	<b>01</b>	<b>10%</b>
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**Total 10**

**Comment:**

This table reveals that language anxiety is a common issue among teachers, particularly when giving instructions or addressing complex topics in English. The most frequently reported source of anxiety is the fear of making errors or being misunderstood. Situational triggers—like being observed or facing fluent students—also heighten anxiety. The responses indicate that language anxiety is not constant but context-dependent, suggesting the need for targeted support mechanisms.

**Table 27' main challenges Teachers face when speaking English.**

2. What are the main challenges you face in speaking English confidently?	Nb	%
1.Sometimes I struggle with vocabulary recall. I know the words, but they don't come to mind quickly, which disrupts my fluency.	05	50%
2.My pronunciation is not perfect, and I worry students might laugh or lose respect if I say something incorrectly.	02	20%
3.The fear of making grammatical mistakes, especially in front of colleagues or advanced students, really affects my confidence.	02	20%
4.I often doubt whether my explanations are clear enough, which makes me guess myself	01	10%

**Total 10**

**Comment:**

Vocabulary recall and pronunciation emerge as the most common challenges, followed closely by grammar concerns. These issues not only hinder fluency but also affect teachers' confidence. The fear of judgment from students or peers exacerbates these difficulties. This highlights the importance of fostering a supportive environment and offering ongoing professional language development for teachers.

**Table 28: Teachers' handling of situations when anxious**

<b>3. How do you handle situations where you are visibly anxious in class?</b>	<b>Nb</b>	<b>%</b>
1.I take a moment to pause and breathe deeply. I've trained myself to slow down my speech to regain composure.	<b>05</b>	<b>50%</b>
2.I try to use humor to mask my anxiety. If I make a mistake, I laugh it off and correct myself without making a big deal.	<b>01</b>	<b>10%</b>
3.I redirect the attention to the students by asking questions or initiating group activities so I can regain my calm.	<b>02</b>	<b>20%</b>
4.I remind myself that it's okay to be imperfect and that modeling modesty might actually help my students feel more comfortable, too.	<b>02</b>	<b>20%</b>

**Total 10**

**Comment:**

Most teachers adopt self-regulation techniques, such as pausing and breathing, to manage anxiety. Other strategies include humor, student redirection, and self-acceptance. These coping mechanisms show teachers' resilience and adaptability, though they also indicate that emotional labor is a significant aspect of teaching in a second language. Professional development could include emotional and psychological strategies to support teacher well-being.

**Table 29-Teacher's strategies in overcoming the fear of making mistakes**

<b>3. What specific strategies do you use to help yourself overcome the fear of making mistakes?</b>	<b>Nb</b>	<b>%</b>
1.I prepare my lessons thoroughly and practice difficult vocabulary or structures in advance to feel more confident.	<b>3</b>	<b>30</b>
2.I use positive self-talk and affirmations. I remind myself that even native speakers make mistakes.	<b>02</b>	<b>20%</b>
3.I reflect on my lessons afterward and take note of what I did well, which helps me improve and reduce fear over time.	<b>02</b>	<b>20%</b>
44.I try to learn from my mistakes by keeping a personal log and reviewing the correct forms or expressions after class.	<b>03</b>	<b>30%</b>

**Total 10**

**Comment:**

Preparation and reflection are the most commonly used strategies to overcome fear of mistakes. Teachers also rely on self-affirmation and learning from errors. These findings demonstrate proactive attitudes toward continuous improvement and a growth mindset. Institutional support for reflective practice and peer mentoring could reinforce these strategies.

**Table 30-The effect of language anxiety on teachers' performance**

<b>5. In your experience, how does language anxiety affect your academic performance and participation?</b>	<b>Nb</b>	<b>%</b>
1.It sometimes holds me back from participating in professional development activities or conferences where English is required.	<b>04</b>	<b>40%</b>
2.I avoid using certain complex language structures, which limits the richness of my teaching.	<b>02</b>	<b>20%</b>
3.Anxiety makes it harder to focus during class, especially when I'm anticipating a difficult topic or student question.	<b>03</b>	<b>30%</b>
4.It affects my spontaneity—I tend to stick to my script rather than taking creative risks in the classroom.	<b>01</b>	<b>10%</b>
<b>Total 10</b>		

**Comment:** Language anxiety negatively impacts teachers' professional engagement, linguistic choices, focus, and spontaneity. Notably, it can discourage participation in development opportunities and limit creative teaching practices. This underscores the broader implications of anxiety—not just on individual performance but on professional growth and pedagogical innovation.

### **Classroom Observation Grid 1**

**Teaching Purpose:** To evaluate behaviors and interactions that reflect anxiety and teaching strategies in real-time.

**Teacher's Name:** Mrs. Ladjini **Date:** 09/03/2025 **Time:** 9:45-11:00 **Class:** G 03 **Room:** K17

**Number of Students Observed:** 32 **Institution:** Mohamed Boudiaf University

#### **Section A: Students' Behavior**

**Table 1: Nonuse of gestures**

<b>1.Nervous gestures (e.g., avoiding eye contact</b>	<b>Nb</b>	<b>rate</b>
often	1	3.13
sometimes	1	3.13
rarely	06	18.75
Not observed	24	75

#### **Comment on Table 1: Non-use of gestures**

- **Observation:** 75% of students did not display nervous gestures (e.g., avoiding eye contact), and only 6 students (18.75%) did so rarely.
- **Interpretation:** This suggests a generally low level of visible anxiety in terms of body language, indicating that students may feel relatively at ease in the classroom environment. However, a small portion does show signs of discomfort occasionally.

#### **Table 2: Non-participation in oral Sessions**

<b>2. Reluctance to participate in speaking activities</b>	<b>Nb</b>	<b>rate</b>
often	17	53.13
sometimes	11	34.38
rarely	3	9.38
Not observed	00	00

#### **Comment on Table 2: Non-participation in oral sessions**

- **Observation:** A significant number (53.13%) often showed reluctance to participate in speaking tasks, with an additional 34.38% doing so sometimes.
- **Interpretation:** Despite the low non-verbal anxiety reported in Table 1, there is a high degree of reluctance to speak, suggesting that verbal participation is inhibited by factors such as fear of mistakes, lack of confidence, or insufficient language skills.

#### **Table 3: Engagement in classroom tasks**

<b>3.Engagement in classroom tasks (e.g., answering questions, completing exercises).</b>	<b>Nb</b>	<b>rate</b>
		<b>%</b>
1.High	17	53.13
2.Moderate	10	31.25
3.Low	05	15.63

#### **Comment on Table 3: Engagement in classroom tasks**

- **Observation:** Over half (53.13%) demonstrated high engagement, with 31.25% at a moderate level. Only a small number (15.63%) were minimally engaged.
- **Interpretation:** This is a positive indicator of general academic involvement, despite the hesitation in oral activities. Students may be more comfortable with non-verbal or written forms of engagement.

**Table 4: Students’ Reaction to teacher’s feedback**

<b>4.Reaction to teacher feedback (e.g., positive, neutral, negative).</b>	<b>Nb</b>	<b>rate %</b>
<b>1.positive</b>	15	46.88
<b>2.neutral</b>	10	31.25
<b>3.negative</b>	07	21.88

**Comment on Table 4: Students’ reaction to teacher’s feedback**

- **Observation:** Almost half (46.88%) reacted positively to feedback, while 31.25% were neutral and 21.88% showed negative reactions.
- **Interpretation:** Teacher feedback is mostly well-received, although the notable portion of neutral and negative responses may reflect students' sensitivity to criticism or the manner of feedback delivery.

## **Section B: Teachers’ Behaviour**

**Table 5: Students’ participation, the use of anxiety reducing strategies and feedback delivery**

	<b>frequently</b>	<b>occasionally</b>	<b>rarely</b>
<b>1.Encouragement of student participation (e.g., inviting answers, praising efforts)</b>	<b>X</b>		
<b>2.Use of anxiety-reducing strategies (e.g., group work, humor, games).</b>		<b>X</b>	
<b>3.Feedback delivery (e.g., supportive, critical, neutral).</b>	<b>supportive</b>	<b>critical</b>	<b>neutral</b>
	<b>X</b>		

**Comment on Table 5: Student participation, anxiety-reducing strategies, and feedback delivery**

- **Encouragement of participation:** Marked as frequent, which aligns with the positive engagement levels in Table 3.
- **Use of anxiety-reducing strategies:** Only occasionally used, which may explain the high reluctance in oral tasks (Table 2).
- **Feedback delivery:** Reported as supportive, consistent with the mostly positive student reaction (Table 4).
- **Interpretation:** While teacher encouragement and supportive feedback are strengths, the limited use of anxiety-reducing strategies could be a key area for improvement to boost oral participation.

### **Section C: Classroom Atmosphere**

**Table 6: Students’ comfort and collaborative learning**

	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>1.Overall student comfort level (based on observed interactions and participation rates)</b>		<b>X</b>	
<b>2.Evidence of collaborative learning (e.g., group discussions, peer support)</b>			<b>X</b>

**Table 6: Comfort and collaboration**

- **Student comfort:** Rated as moderate, indicating a reasonably conducive environment, though not highly comfortable.
- **Collaborative learning:** Marked as present, suggesting active peer interaction.
- **Interpretation:** The classroom promotes collaboration, but the moderate comfort level might limit some students’ willingness to fully participate, particularly in oral tasks.

### **Section D: Students’ Activities**

**Table7: Types of activities and students’ level of engagement**

<b>Classroom tasks</b>	<b>Oral presentation</b>	<b>Role play</b>	<b>debates</b>
<b>1. Type of activities conducted</b>	<b>X</b>	<b>X</b>	
<b>2.Level of student engagement during activities.</b>	<b>high</b>	<b>moderate</b>	<b>low</b>
		<b>X</b>	

**Comment on Table 7: Types of activities and engagement**

- **Activities:** Oral presentations and role plays are used, while debates are not.
- **Engagement:** Rated as moderate.
- **Interpretation:** The variety in activity types is limited; the absence of debates (which are cognitively engaging) might reduce opportunities for more dynamic oral practice. Moderate engagement implies room for improvement in designing more appealing or inclusive activities.

## Overall observation

**Table 8: Teachers/ students class interaction0**

Themes	yes	No
1. Objectives reached	X	
2. Teachers' Satisfaction	good	Average
		X
4. Teachers' cooperation in class	present	absent
	X	
5. Students' satisfied	Yes	No
	X	

## Comment on Table 8: Teacher-student interaction and satisfaction

- **Objectives reached:** Marked as achieved, indicating overall instructional effectiveness.
- **Teacher satisfaction:** Rated as "good", showing contentment with classroom outcomes.
- **Teacher cooperation:** Present, suggesting good coordination.
- **Student satisfaction:** Indicated as "yes", supporting the positive aspects seen in engagement and feedback.
- **Interpretation:** Despite challenges with oral participation, both teachers and students appear generally satisfied. This suggests foundational strengths in classroom practices, though refinements—especially in managing anxiety and diversifying speaking activities—could enhance outcomes further.

## Final Remarks

- There is a **clear discrepancy** between students' **non-verbal comfort** and their **reluctance to participate orally**. This highlights the need for more targeted **speaking strategies and scaffolding**.
- Teachers are performing well in terms of encouragement and feedback, but would benefit from more frequent use of **interactive and anxiety-reducing strategies** like group games or pair work.
- Classroom atmosphere is collaborative but could become more engaging with **diversified and student-centered tasks**.
- Overall, the data shows a **positive baseline** in teaching and classroom management, with **opportunities to strengthen oral communication skills** and reduce performance anxiety among students.

## Classroom Observation Grid2

**Teaching Purpose:** To evaluate behaviors and interactions that reflect anxiety and teaching strategies in real-time.

**Teacher's Name:** Dr. hamoudi **Date:** 12/03/2025 **Time** 9:45-11:00 **Class:** G5 **Room:** K12

**Number of Students Observed:**32 **Institution:** Mohamed Boudiaf University

### Section A: Students' Behaviour

**Table 1: Nonuse of gestures**

<b>1.Nervous gestures (e.g., avoiding eye contact</b>	<b>Nb</b>	<b>rate</b>
<b>often</b>	<b>07</b>	<b>21.88 %</b>
<b>sometimes</b>	<b>13</b>	<b>40.63 %</b>
<b>rarely</b>	<b>02</b>	<b>6.25 %</b>
<b>Not observed</b>	<b>10</b>	<b>31.25 %</b>

**Comment:**

The data reveals a moderate level of anxiety-related behaviors among students, with 40.63% displaying such gestures sometimes and 21.88% often. The notable presence of nervous cues like avoiding eye contact suggests that a significant portion of learners' experience discomfort or hesitation in classroom interactions, potentially affecting their oral participation. This pattern may indicate the need for a more supportive or emotionally safe environment.

**Table 2: Non-participation in oral Sessions**

<b>2. Reluctance to participate in speaking activities</b>	<b>Nb</b>	<b>rate</b>
often	14	43.75 %
sometimes	13	40.68 %
rarely	05	15.63 %
Not observed	00	00 %

**Comment:**

A considerable proportion of students (43.75%) are often reluctant to engage in speaking activities, with an additional 40.68% sometimes hesitant. The complete absence of students who showed no reluctance is noteworthy and highlights a widespread discomfort with oral expression, likely tied to anxiety or lack of confidence. This indicates an urgent need for targeted strategies to build learners' speaking confidence.

**Table 3: Engagement in classroom tasks**

<b>3.Engagement in classroom tasks (e.g., answering questions, completing exercises).</b>	<b>Nb</b>	<b>rate</b>
1.High	21	65.63 %
2.Moderate	09	28.13 %
3.Low	02	6.25 %

**Comment:**

Despite signs of anxiety in oral tasks, 65.63% of students demonstrated high engagement in general classroom tasks, with only 6.25% showing low involvement. This suggests that while students may struggle with oral expression, they remain active and involved in non-verbal or written tasks. The classroom setting appears to support task-oriented engagement when pressure to speak is reduced.

**Table 4: Students' Reaction to teacher feedback**

<b>4.Reaction to teacher feedback (e.g., positive, neutral, negative).</b>	<b>Nb</b>	<b>rate</b>
1.positive	25	78.13 %
2.neutral	02	6.25 %
3.negative	05	15.63 %

**Comment:**

The vast majority (78.13%) responded positively to teacher feedback, indicating that the teacher employs a constructive and supportive feedback style. Although 15.63% had negative reactions, this could relate to personal insecurities or perceived criticism. Overall, the data suggests that feedback is mostly well-received and likely contributes to a more encouraging learning environment

**Section B: Teachers' Behaviour**

**Table 5: Students’ participation, the use of anxiety reducing strategies and feedback delivery**

	<b>frequently</b>	<b>occasionally</b>	<b>rarely</b>
<b>1.Encouragement of student participation (e.g., inviting answers, praising efforts)</b>		<b>X</b>	
<b>2.Use of anxiety-reducing strategies (e.g., group work, humor, games).</b>	<b>X</b>		
<b>3.Feedback delivery (e.g., supportive, critical, neutral).</b>	<b>supportive</b>	<b>critical</b>	<b>neutral</b>
		<b>X</b>	

**Comment:**

The teacher occasionally encourages participation and makes some use of anxiety-reducing strategies such as group work or games, which is positive but could be intensified to better support anxious learners. Feedback was largely supportive, aligning with students’ positive reception. Increasing the frequency of participation invitations and diversifying stress-reducing methods may further enhance student confidence and oral engagement.

**Section C: Classroom Atmosphere**

**Table 6: Students’ comfort and collaborative learning**

	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>1.Overall student comfort level (based on observed interactions and participation rates)</b>		<b>X</b>	
<b>2.Evidence of collaborative learning (e.g., group discussions, peer support)</b>		<b>X</b>	

**Comment:**

The classroom atmosphere appears moderately comfortable, with signs of collaborative learning

such as peer support and group discussions. However, the moderate comfort level suggests room for improvement. Reinforcing a more inclusive and open atmosphere may help ease student anxiety and enhance oral participation.

### **Section D: Students' Activities**

**Table7: Types of activities and students' level of engagement**

<b>Classroom tasks</b>	<b>Oral presentation</b>	<b>Role play</b>	<b>debates</b>
<b>1. Type of activities conducted</b>			<b>X</b>
<b>2.Level of student engagement during activities.</b>	<b>high</b>	<b>moderate</b>	<b>low</b>
	<b>X</b>		<b>X</b>

**Comment:**

The class included role-play activities, which are inherently anxiety-inducing yet valuable for oral skills development. Student engagement was moderate to low, implying that while the activity was pedagogically sound, students were not fully comfortable or confident participating. A phased approach with scaffolded support and smaller group rehearsals might increase future engagement.

### **Overall observation**

**Table 8: Teachers/ students class interaction**

<b>Themes</b>	<b>yes</b>	<b>No</b>
<b>1. Objectives reached</b>		
<b>2. Teachers' Satisfaction</b>	<b>good</b>	<b>Average</b>
	<b>X</b>	
<b>6. Teachers' cooperation in class</b>	<b>present</b>	<b>absent</b>
	<b>X</b>	
<b>7. Students' satisfied</b>	<b>Yes</b>	<b>No</b>
	<b>X</b>	

**Comment:**

While the teacher appears satisfied with the session and demonstrates a cooperative presence, the achievement of learning objectives is uncertain. Students reported satisfaction, which is promising, but given the high reluctance in oral tasks, this satisfaction may reflect general classroom rapport rather than communicative confidence. Clearer alignment between teaching strategies and participation outcomes may help better achieve oral proficiency goals.

**Classroom Observation Grid3**

**Teaching Purpose:** To evaluate behaviors and interactions that reflect anxiety and teaching strategies in real-time.

**Teacher's Name:** Ms. Attalah **Date:** 16/03/2025 **Time:** 9:45-11:00 **Class:** g2 **Room:** K9

**Number of Students Observed:** 32 **School:** Med Boudiaf University

**Section A: Students' Behaviour**

**Table 1: Nonuse of gestures**

<b>1.Nervous gestures (e.g., avoiding eye contact</b>	<b>Nb</b>	<b>rate</b>
often	05	15.63
sometimes	10	31.25
rarely	07	21.88
Not observed	11	34.38

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**Total 32**

**Comment:**

The relatively high percentage of students who either avoided eye contact or displayed nervous gestures (15.63% often, 31.25% sometimes) may indicate signs of anxiety or discomfort in the classroom. However, 34.38% showed no signs of nervous gestures, suggesting a mixed level of emotional ease. Strategies aimed at creating a more supportive and low-stress classroom environment may benefit the more anxious students.

**Table 2: Non-participation in oral Sessions**

<b>2. Reluctance to participate in speaking activities</b>	<b>Nb</b>	<b>rate</b>
often	13	40.68
sometimes	13	40.68
rarely	05	15.63
Not observed	01	3.13

**Comment:**

A significant portion of students (81.36%) either often or sometimes avoided participation in speaking activities, indicating a strong reluctance toward oral interaction. This likely reflects a combination of language anxiety and low confidence. More structured speaking opportunities and anxiety-reducing strategies should be considered.

**Table 3: Engagement in classroom tasks**

<b>3.Engagement in classroom tasks (e.g., answering questions, completing exercises).</b>	<b>Nb</b>	<b>rate</b>
1.High	21	65.63
2.Moderate	10	31.25
3.Low	01	3.13

**Comment:**

The majority of students (65.63%) showed high engagement in classroom tasks, suggesting that while oral participation may be low, students are still actively involved in non-verbal or written activities. This implies that student anxiety is more associated with speaking than general participation.

**Table 4: Students' Reaction to teacher feedback**

<b>4.Reaction to teacher feedback (e.g., positive, neutral, negative).</b>	<b>Nb</b>	<b>rate</b>
<b>1.positive</b>	24	75
<b>2.neutral</b>	01	3.13
<b>3.negative</b>	07	21.88

**Comment:**

The positive response from 75% of students to teacher feedback is a promising sign, indicating that teacher interactions are generally supportive and well-received. However, the 21.88% with negative reactions should not be overlooked—feedback methods may need to be diversified to address different student sensitivities.

**Section B: Teachers' Behaviour**

**Table 5: Students' participation, the use of anxiety reducing strategies and feedback delivery**

	<b>frequently</b>	<b>occasionally</b>	<b>rarely</b>
<b>1.Encouragement of student participation (e.g., inviting answers, praising efforts)</b>	<b>X</b>		
<b>2.Use of anxiety-reducing strategies (e.g., group work, humor, games).</b>		<b>X</b>	
<b>3.Feedback delivery (e.g., supportive, critical, neutral).</b>	<b>supportive</b>	<b>critical</b>	<b>neutral</b>
	<b>X</b>		

**Comment:**

The teacher actively encourages student participation and uses anxiety-reducing strategies occasionally, which is beneficial. Feedback delivery is supportive, aligning well with the positive student reactions in Table 4. Increasing the frequency of anxiety-reducing strategies could further improve oral participation and overall comfort.

**Section C: Classroom Atmosphere**

**Table 6: Students' comfort and collaborative learning**

	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>1. Overall student comfort level (based on observed interactions and participation rates)</b>		<b>X</b>	
<b>2. Evidence of collaborative learning (e.g., group discussions, peer support)</b>		<b>X</b>	

**Comment:**

The moderate comfort level suggests there is still room for enhancing the classroom climate. Collaborative learning is observed occasionally, which is encouraging. Greater emphasis on group activities could enhance both comfort and student interaction.

**Section D: Students' Activities**

**Table 7: Types of activities and students' level of engagement**

<b>Classroom tasks</b>	<b>Oral presentation</b>	<b>Role play</b>	<b>debates</b>
<b>1. Type of activities conducted</b>		<b>X</b>	
<b>2. Level of student engagement during activities.</b>	<b>high</b>	<b>moderate</b>	<b>low</b>
		<b>X</b>	

**Comment:**

Role-play was conducted, and students showed moderate engagement. Introducing more diverse and interactive speaking tasks (e.g., debates, presentations) may increase both engagement and speaking confidence. Further scaffolding and preparation time may also help reduce performance anxiety.

**Overall observation**

**Table 8: Teachers/ students class interaction**

<b>Themes</b>	<b>yes</b>	<b>No</b>
<b>1. Objectives reached</b>	<b>X</b>	
<b>2. Teachers' Satisfaction</b>	<b>good</b>	<b>Average</b>
		<b>X</b>
<b>8. Teachers' cooperation in class</b>	<b>present</b>	<b>absent</b>
	<b>X</b>	
<b>9. Students' satisfied</b>	<b>Yes</b>	<b>No</b>
	<b>X</b>	

**Comment:**

The teacher appears to have achieved the session's objectives and maintained good classroom satisfaction and cooperation. Student satisfaction was reported as positive, which is encouraging.

Continuous monitoring and reflection on practice can help sustain and improve these results, especially in addressing the gap in oral participation.

### **Classroom Observation Grid 4**

**Teaching Purpose:** To evaluate behaviors and interactions that reflect anxiety and teaching strategies in real-time.

**Teacher's Name:** Ms. Attalah **Date:** 16/03/2025 **Time:** 09:45-11:00 **Class:** G02 **Room:** k9

**Number of Students Observed:** 32 **Institution:** Mohamed Boudiaf University

#### **Section A: Students' Behaviour**

**Table 1: Nonuse of gestures**

<b>1.Nervous gestures (e.g., avoiding eye contact</b>	<b>Nb</b>	<b>rate</b>
often	07	21.88 %
sometimes	07	21.88 %
rarely	09	28.13
Not observed	09	28.13

**Comment:**

The data shows that 43.76% of students exhibited nervous gestures often or sometimes, indicating a moderate level of anxiety during classroom activities. However, 56.26% rarely or never showed such behaviors, suggesting that while some students experience visible discomfort, the rest appear more relaxed. Continued efforts to reduce classroom stress would help the more anxious learners.

**Table 2: Non-participation in oral Sessions**

<b>2. Reluctance to participate in speaking activities</b>	<b>Nb</b>	<b>rate</b>
often	13	40.63%
sometimes	07	21.88%
rarely	05	15.63%
Not observed	07	21.88%

**Comment:**

A significant portion of students (62.51%) were often or sometimes reluctant to engage in speaking activities. This trend may stem from language anxiety, lack of confidence, or limited oral practice. To improve oral participation, more supportive, low-risk speaking opportunities—such as pair work or rehearsed presentations—should be integrated.

**Table 3: Engagement in classroom tasks**

<b>3.Engagement in classroom tasks (e.g., answering questions, completing exercises).</b>	<b>Nb</b>	<b>rate</b>
1.High	07	<u>21.88</u>
2.Moderate	17	53.13 %
3.Low	09	<u>28.13%</u>

**Comment:**

Most students showed moderate engagement (53.13%), with relatively low levels of high

engagement (21.88%) and a notable proportion showing low engagement (28.13%). This suggests that while students are generally involved, motivation and active participation could be further improved through more dynamic, learner-centered approaches.

**Table 4: Students’ Reaction to teacher feedback**

<b>4.Reaction to teacher feedback (e.g., positive, neutral, negative).</b>	<b>Nb</b>	<b>rate</b>
<b>1.positive</b>	17	53.13
<b>2.neutral</b>	07	21.88
<b>3.negative</b>	09	28.13

**Comment:**

While the majority responded positively (53.13%) to teacher feedback, a considerable number (28.13%) reacted negatively. This may reflect sensitivity to feedback style or tone. It would be beneficial for the teacher to ensure that feedback is always constructive and framed in a supportive manner to reduce potential negative emotional responses.

**Section B: Teachers’ Behaviour**

**Table 5: Students’ participation, the use of anxiety reducing strategies and feedback delivery**

	<b>frequently</b>	<b>occasionally</b>	<b>rarely</b>
<b>1.Encouragement of student participation (e.g., inviting answers, praising efforts)</b>			<b>X</b>
<b>2.Use of anxiety-reducing strategies (e.g., group work, humor, games).</b>		<b>X</b>	
<b>3.Feedback delivery (e.g., supportive, critical, neutral).</b>	<b>supportive</b>	<b>critical</b>	<b>neutral</b>
		<b>X</b>	

**Comment:**

Teacher’s encouragement of student participation is rare, which may contribute to the

reluctance in oral tasks and overall moderate engagement levels. Anxiety-reducing strategies are used only occasionally, and the feedback delivery is marked as critical. These patterns could be affecting student comfort and confidence. It's recommended that the teacher increase supportive encouragement and implement regular, engaging strategies like group work and humor.

### **Section C: Classroom Atmosphere**

**Table 6: Students' comfort and collaborative learning**

<b>1.Overall student comfort level (based on observed interactions and participation rates)</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>	<b>Nb</b>	<b>rate</b>
			<b>X</b>		
<b>2.Evidence of collaborative learning (e.g., group discussions, peer support)</b>			<b>X</b>		

**Comment:**

The observed comfort level is low, and collaborative learning is rarely evident. This aligns with students' anxiety levels and low oral participation. Encouraging more interaction through structured group tasks and positive reinforcement could help foster a more supportive and collaborative environment.

### **Section D: Students' Activities**

**Table7: Types of activities and students' level of engagement**

<b>Classroom tasks</b>	<b>Oral presentation</b>	<b>Role play</b>	<b>debates</b>
<b>1. Type of activities conducted</b>	<b>X</b>		
<b>2.Level of student engagement during activities.</b>	<b>high</b>	<b>moderate</b>	<b>low</b>
		<b>X</b>	

**Comment:**

The classroom tasks are limited to oral presentations, with students showing only moderate engagement. The lack of activity diversity might contribute to uneven participation and low motivation. Incorporating interactive formats such as debates or role play may boost engagement and reduce anxiety by distributing speaking responsibility.

**Overall observation**

**Table 8: Teachers/ students class interaction**

<b>Themes</b>	<b>yes</b>	<b>No</b>
<b>1. Objectives reached</b>	<b>X</b>	
<b>2. Teachers' Satisfaction</b>	<b>good</b>	<b>Average</b>
		<b>X</b>
<b>10. Teachers' cooperation in class</b>	<b>present</b>	<b>absent</b>
	<b>X</b>	
<b>11. Students' satisfied</b>	<b>Yes</b>	<b>No</b>
	<b>yes</b>	

**Comment:**

The session's objectives were reportedly achieved, but teacher satisfaction was only marked as “average,” and the cooperation in class was observed. While students appear satisfied, the broader data suggests that there is still a need for improvement in oral engagement, classroom

comfort, and teacher encouragement. A more student-centered and supportive approach could help align classroom outcomes with both learner needs and teaching goals.

## **Discussion of Results**

### **1.Overview Discussion: Chapter One – Literature Review**

Chapter One provides a comprehensive exploration of **language anxiety**, establishing it as a critical affective factor influencing second or foreign language acquisition. The chapter begins by defining the **conceptual framework of language anxiety**, anchored in the foundational work of Horwitz, Horwitz, and Cope (1986), who describe it as a distinct set of self-perceptions and emotional responses related to classroom language learning. The chapter draws from multiple theoretical definitions, integrating views from Spielberger, Krashen, and MacIntyre, to highlight the multifaceted nature of anxiety—both as a general psychological phenomenon and as a language-specific experience.

The review identifies **several types of anxiety**, such as *trait anxiety*, *state anxiety*, and *situation-specific anxiety*, with a particular focus on *communication apprehension*, *fear of negative evaluation*, and *test anxiety*. These distinctions are crucial in understanding how different learners respond to various aspects of language learning.

The chapter continues by exploring **theoretical models**, including **Krashen's Affective Filter Hypothesis** and the **Foreign Language Anxiety Model** by Horwitz et al. These frameworks explain how emotional states—especially negative ones—can block language input or distort performance, thus impairing language acquisition.

The **empirical studies** section offers a rich synthesis of past research linking language anxiety to academic performance, motivation, and learner behavior. Notably, the chapter discusses variables such as **gender**, **age**, **self-efficacy**, **cultural background**, and **learner beliefs** as influential factors in shaping anxiety levels. Contradictory findings on gender differences and performance outcomes suggest that language anxiety is not uniform and can be context-specific.

A significant contribution of this review lies in its attention to **cultural and contextual factors affecting Algerian students**. The discussion reveals how **linguistic transitions**, **socioeconomic stress**, **family expectations**, and **gender roles** intersect with language learning experiences, intensifying anxiety for many students in Algeria. Such socio-cultural insights are crucial for tailoring educational strategies to local contexts.

Finally, the **gap in the literature** is clearly identified: while foreign language anxiety has been widely studied globally, there is a **limited focus on first-year Algerian university students**, especially regarding **productive skills like speaking and writing**. These skills are often the most

anxiety-provoking yet the least addressed in terms of coping strategies. This gap sets the foundation for the present study, which seeks to bring both student and lecturer perspectives into the conversation.

## **2.Results of the Analysis of Teachers' Responses**

### **2.1 Demographic Information**

The demographic profile of the respondents shows that the majority of teachers (70%) have between 2 to 8 years of teaching experience, suggesting a moderately experienced group. Only 30% of the participants reported more than eight years of teaching, indicating that while most are not novices, they may still be developing their pedagogical identity.

With regard to academic qualifications, 50% of the respondents hold a PhD, while the remaining teachers either hold a Master's degree (20%) or possess non-conforming qualifications (30%). This distribution points to a generally high academic standing, yet reveals potential inconsistencies in formal teacher training, particularly concerning second language acquisition or affective learning domains.

Despite their academic credentials, only 20% of the participants reported having received training specifically related to language anxiety or second language acquisition (SLA). This highlights a significant professional development gap, which could directly influence how effectively instructors identify and address anxiety in the classroom.

### **2.2 Observations of Student Anxiety**

Teachers were asked to provide examples of situations in which they observed student anxiety. The findings indicate that speaking activities (40%) and oral assessments (30%) are the most common triggers of anxiety. Teachers noted behaviors such as hesitation, silence, avoidance of eye contact, and nervousness during assessments. Even typically active students were reported to withdraw due to fear of making mistakes.

These observations align with literature emphasizing that communicative activities, particularly oral tasks, are significant sources of anxiety (Horwitz et al., 1986). The data suggest that performance-related anxiety is widespread and that such emotional discomfort may hinder students' willingness to engage in classroom discourse.

Furthermore, when asked about the perceived impact of language anxiety on academic performance, the majority (40%) identified reduced classroom participation as the most critical consequence, followed by impaired test performance and diminished confidence due to fear of mistakes (30% each). These findings support the view that anxiety has both psychological and performance-related effects, limiting students' opportunities to practice, develop, and succeed in language learning tasks.

### **2.3 Teachers' Perceptions of Student Anxiety**

In Likert-scale items assessing teacher perceptions, all respondents unanimously agreed that anxiety negatively affects students' language learning progress. Most also strongly agreed that students hesitate to speak due to fear of making mistakes (70%) and judgment by peers (60%). Additionally, 90% observed better performance in written tasks than oral tasks, reinforcing the notion that oral communication is particularly anxiety-inducing.

These perceptions underscore the impact of affective factors on learning outcomes. Teachers' observations are consistent with Krashen's (1982) Affective Filter Hypothesis, which posits that emotional states like anxiety can hinder language acquisition by raising the affective filter, thereby limiting language input and processing.

## **2.4 Strategies for Reducing Language Anxiety**

The data reveal that instructors are implementing a range of anxiety-reducing strategies. All participants reported using pair or group activities and providing constructive feedback to reduce the fear of mistakes. Moreover, the majority of teachers reported fostering a supportive classroom atmosphere (100%) and encouraging students to ask questions freely (100%). However, only 60% reported using specifically designed anxiety-reducing activities (e.g., games, role-plays), indicating an area for pedagogical development.

When asked about the most effective methods, instructors pointed to the use of games and role-plays (40%), the creation of a non-judgmental learning environment (30%), and peer collaboration (20%) as essential tools. Teachers also described techniques for addressing visible anxiety, such as offering simpler questions, pairing students with peers, and allowing non-verbal forms of participation.

These findings suggest that teachers are largely adopting **student-centered approaches** and recognize the importance of psychological safety. However, the underutilization of targeted anxiety-reduction activities points to a potential need for **practical training and materials** designed to promote affective engagement.

## **2.5 Challenges and Contributing Factors**

In discussing challenges, the majority of teachers (50%) reported difficulty in identifying anxiety, as students often do not openly express discomfort. Other challenges included managing large class sizes (30%) and balancing the need for participation with the risk of exacerbating anxiety (20%).

As for contributing factors to anxiety, the dominant causes reported were fear of making mistakes (50%) and lack of self-confidence (30%), with external pressures such as academic expectations and family demands accounting for 20%. These findings align with prior research identifying both **internal (e.g., self-esteem)** and **external (e.g., performance expectations)** dimensions of language anxiety (MacIntyre & Gardner, 1991).

## **2.6 Institutional and Collaborative Support**

Teachers expressed a strong preference for additional resources, particularly materials tailored for anxious learners (50%). Interest was also shown in training on emotional intelligence (20%) and differentiated instruction (20%), revealing a desire for professional growth that addresses both affective and pedagogical domains.

Collaborative practices among instructors were primarily informal, with teachers frequently sharing strategies or engaging in peer-teaching arrangements. Collaboration with institutional support staff, however, was less common (20%), suggesting that available support mechanisms may be underutilized or not well-integrated into the teaching culture.

## **2.7. Summary of Findings**

The data show that first-year EFL instructors are generally aware of language anxiety as a significant barrier to learning, particularly in speaking contexts. Despite limited formal training, many teachers employ effective strategies rooted in empathy, peer collaboration, and the creation of a safe learning environment. Nevertheless, the lack of targeted training and resources remains a substantial obstacle to comprehensive anxiety management.

The findings point to the need for systemic support through professional development, tailored materials, and institutional collaboration to better equip instructors in managing anxiety in the EFL classroom.

### **3. Summary of Students' Questionnaire Results and Discussion**

#### **3.1 Demographic Profile and Learning Background**

The participants comprised 40 first-year EFL tertiary-level students, predominantly aged 17 (72.5%) and mostly female (77.5%). Most had seven years of English learning experience (77.5%), reflecting a fairly homogeneous sample in terms of age, gender, and language exposure. The majority (77.5%) indicated that academic requirements were the main reason for studying English, followed distantly by career goals (10%). This points to a strong instrumental motivation, shaped by educational and professional expectations rather than intrinsic interest.

#### **3.2. Language Anxiety and Affective Reactions**

Language anxiety emerged as a significant concern. A high percentage of students (62.5%) reported feeling nervous when speaking in front of the class, and 67.5% expressed anxiety during exams and oral presentations. The fear of making mistakes (77.5% agreement) and the fear of

being judged (32.5%) were identified as primary causes of anxiety. These findings align with Horwitz et al.'s (1986) concept of foreign language classroom anxiety, particularly in evaluative and performance-based situations.

Although 50% expressed some confidence when speaking to native speakers, the tension linked to classroom speaking and teacher correction suggests a heightened sensitivity to public performance and peer evaluation. These results imply that affective filters remain high for many learners, which may inhibit spontaneous language use and long-term communicative development (Krashen, 1982).

### **3.3. Engagement, Learning Strategies, and Motivation**

While most students (77.5%) reported active participation in class, only a small fraction (7.5%) practiced English outside the classroom. This gap points to limited language exposure beyond formal education, which may restrict fluency development and the application of language skills in authentic contexts. Half of the students indicated they enjoy learning English, and 62.5% believed that improving their English would help achieve their personal goals.

Self-assessments of speaking and writing proficiency clustered around the “fair” to “good” range, though a substantial number still rated themselves as “poor,” particularly in writing (37.5%). Encouragingly, 77.5% felt their proficiency had improved since entering university, reflecting a positive perception of institutional instruction, even if learners remain aware of persistent skill gaps.

### **3.4. Skill Challenges and Perceived Improvements**

The most challenging areas identified were listening (42.5%), vocabulary (40%), and writing (37.5%), with fewer students reporting difficulty in speaking (17.5%). This contrasts with the high anxiety levels reported for speaking tasks, suggesting that while students find listening and vocabulary acquisition cognitively demanding, speaking is emotionally taxing due to its public nature and immediacy.

Students also identified meaningful progress, especially in vocabulary and speaking (62.5%), the ability to use more words in conversation (57.5%), and increased confidence in classroom communication (67.5%). These findings suggest that communicative approaches in the classroom have positively influenced lexical development and oral fluency, even if affective barriers remain.

### **3.5. Specific Challenges and Coping Mechanisms**

Students reported difficulties in understanding fast-spoken English by native speakers (57.5%) and confusion over grammar rules (40%). These are common among EFL learners and underscore the need for more contextualized grammar instruction and targeted listening activities to support real-time comprehension.

In terms of coping, 87.5% of students adopted a growth mindset by reminding themselves that making mistakes is a natural part of learning. Additionally, 45% prepared at home before class, suggesting the emergence of self-regulated learning behaviors and a metacognitive awareness of anxiety management.

### **3.6. Motivation to Learn English**

Students showed strong instrumental motivation, with 82.5% aiming to learn English for better job opportunities and 55% to communicate with people from other countries. Only a small portion (22.5%) cited cultural interests such as understanding media. These results indicate that students perceive English as a tool for socioeconomic mobility and global communication, reinforcing the need for career-oriented and communicative language instruction.

### **Conclusion**

Overall, the data reveal a complex interplay between cognitive challenges, affective barriers, and motivational drivers in students' language learning experiences. While students demonstrate active engagement in class and perceive improvement in vocabulary and speaking skills, persistent anxiety—especially related to performance and peer judgment—remains a barrier. Motivation is primarily extrinsic and goal-oriented, with limited language exposure outside formal contexts. These findings suggest the need for emotionally supportive pedagogy, greater real-world language practice, and explicit instruction in self-regulated learning strategies to empower learners both cognitively and affectively.

## **4. Discussion of Teachers' Interview Results**

The interviews with EFL teachers reveal that language anxiety is a prevalent yet nuanced phenomenon affecting their classroom behavior, instructional confidence, and professional development.

### **1. Language Anxiety Triggers**

Half of the teachers (50%) reported experiencing anxiety when giving instructions or explaining complex ideas in English. Anxiety also increases in high-pressure situations—such as when being observed or questioned unexpectedly. These findings align with previous research on **situational anxiety**, indicating that even experienced instructors can feel vulnerable when their linguistic competence is scrutinized in real time. Interestingly, **anxiety is not constant but context-driven**, pointing to specific classroom dynamics or external factors (e.g., fluent students, performance expectations) as contributing elements.

## **2. Speaking Challenges**

Vocabulary retrieval (50%) and pronunciation concerns (20%) were the top reported barriers to confident English use. These language issues often trigger self-doubt and fear of judgment, particularly from students or colleagues. Grammar mistakes, often feared by 20% of teachers, further contribute to performance inhibition. This reflects a common internal struggle where teachers, despite being proficient users, feel pressure to maintain a native-like command of English, potentially fostering linguistic insecurity.

## **3. Coping and Self-Regulation Strategies**

To manage visible anxiety, teachers rely on self-regulation techniques such as pausing, breathing deeply, and slowing down speech (50%). Others use humor or shift attention to students to reduce performance pressure. This variety of coping strategies highlights teachers' emotional resilience and awareness of the performative aspect of teaching. However, such strategies also imply ongoing emotional labor, reinforcing the need for institutional emotional support in language teaching contexts.

#### **4. Addressing the Fear of Mistakes**

Teachers use thorough preparation (30%) and post-lesson reflection (30%) as primary methods to combat fear of mistakes. Positive self-talk and error tracking were also mentioned. These proactive strategies illustrate a growth-oriented mindset and a commitment to continuous improvement. Encouraging peer mentoring, structured reflection, and professional learning communities could amplify these beneficial practices.

#### **5. Professional and Pedagogical Impacts**

Language anxiety influences not only classroom behavior but also broader professional engagement. For instance, 40% of teachers avoid participating in English-based development activities, while others limit their linguistic range or spontaneity during lessons. This suggests that anxiety can stifle pedagogical creativity and curtail professional growth, ultimately affecting instructional quality and innovation.

#### **Conclusion**

The analysis shows that language anxiety is a shared and multifaceted challenge among EFL teachers. Although most have developed coping mechanisms, anxiety still restricts certain professional behaviors and teaching flexibility. To address this, institutions should integrate targeted support systems—including language refreshment programs, reflective practice sessions, and emotional intelligence training—to strengthen both teachers' confidence and classroom performance. Creating a non-judgmental, collaborative teaching culture is also crucial to reducing anxiety's negative impact and fostering more empowered, risk-taking educators.

## **5. Results & Discussion Summary: Classroom Observation 1 & 2**

### **1. Student Anxiety and Non-Verbal Behavior**

- Observation 1 shows a low incidence of nervous gestures (75% not observed), suggesting surface-level comfort.
- Observation 2, in contrast, reveals higher levels of anxiety-related gestures (62.5% showing them often or sometimes), indicating more visible classroom tension.
- Discussion: While Observation 1 indicates a seemingly relaxed group, Observation 2 reflects more visible emotional discomfort, emphasizing variability in student anxiety levels across contexts.

### **2. Reluctance in Oral Participation**

- Both sessions report high reluctance to speak: 87.51% (Obs. 1) and 84.43% (Obs. 2) often or sometimes avoid oral participation.
- Discussion: Despite the differences in non-verbal anxiety cues, both groups experience significant oral language anxiety, possibly due to fear of errors or low confidence. This persistent reluctance highlights a need for anxiety-reducing interventions focused on speaking tasks.

### **3. General Engagement in Classroom Tasks**

- High levels of general engagement in both sessions: 53.13% (Obs. 1) and 65.63% (Obs. 2) were actively involved in non-oral tasks.

- Discussion: Students remain academically engaged in written or structured exercises, suggesting that task format greatly influences participation. Oral tasks may need scaffolded transition from safer, low-pressure activities.

#### **4. Response to Teacher Feedback**

- Observation 1: 46.88% positive, 21.88% negative.
- Observation 2: 78.13% positive, only 15.63% negative.
- Discussion: Feedback is generally well-received, especially when supportive. This suggests that teacher communication style can buffer anxiety and promote a constructive classroom atmosphere.

#### **5. Teacher Strategies and Classroom Dynamics**

- In both observations, encouragement and supportive feedback were evident.
- However, anxiety-reducing strategies (e.g., games, humor) were used only occasionally.
- Discussion: While teacher attitudes are supportive, the limited variety of strategies may fail to fully alleviate students' oral anxiety. Increased use of interactive, emotionally safe methods could foster confidence.

#### **6. Activity Design and Student Comfort**

- Observation 1 featured oral presentations and role play, while Observation 2 had role play only; debates were absent in both.
- Engagement was moderate in both.

- Discussion: The lack of more engaging, cognitively rich oral activities (like debates) may limit oral language development. There's a need for more dynamic and inclusive speaking tasks with proper scaffolding.

## **7. Classroom Atmosphere and Satisfaction**

- Comfort levels were moderate in both; collaborative learning was present.
- Teachers and students were generally satisfied in both observations.
- Discussion: The positive perception of the classroom environment reflects strong teacher-student rapport. However, satisfaction does not equate to communicative success—the gap between emotional comfort and verbal participation must be addressed.

## **Conclusion**

While classroom environments were generally supportive and task-oriented, both observations highlight a recurring challenge: high anxiety related to oral participation. Teachers' encouraging attitudes are a strength, but to address oral reluctance, classrooms need more frequent and varied anxiety-reducing strategies, scaffolded speaking opportunities, and a greater emphasis on emotional safety during communicative tasks.

## **Recommendations**

Based on the classroom observation findings, the following recommendations are proposed to address the identified challenges and optimize the learning environment:

### **1. Increase the Use of Anxiety-Reducing Strategies**

- Integrate structured group activities, classroom games, humor, and peer collaboration into daily classroom routines to create a low-stress learning environment.
- Employ warm-up speaking exercises, role-plays in pairs, and informal speaking tasks to progressively build learner confidence.

## **2. Diversify Oral Activity Types**

- Introduce a broader range of communicative tasks, including debates, discussions, storytelling, and peer interviews, to address different learner preferences and enhance oral fluency.
- Offer students a degree of autonomy in selecting topics or presentation formats to increase intrinsic motivation.

## **3. Scaffold Speaking Opportunities**

- Implement progressive scaffolding strategies by moving from controlled to more autonomous speaking activities (e.g., from sentence completion to open-ended discussion).
- Provide linguistic support through vocabulary lists, sentence starters, and guided prompts to reduce cognitive load during speaking tasks.

## **4. Promote Teacher Awareness and Training**

- Organize professional development workshops focused on emotional and psychological aspects of language learning, such as affective strategies, classroom discourse, and feedback sensitivity.
- Train teachers to balance constructive criticism with encouragement and to adopt a facilitative rather than evaluative approach during speaking tasks.

## **5. Foster a Risk-Free Communicative Environment**

- Cultivate a classroom culture that embraces mistakes as part of the learning process and celebrates student effort and progress in oral production.
- Reinforce a growth mindset by praising risk-taking and emphasizing fluency over accuracy in specific tasks.

## **6. Enhance Student Comfort and Inclusivity**

- Monitor learners' emotional and social well-being through informal check-ins and student reflections.
- Create supportive group configurations and seating arrangements that minimize performance pressure and encourage equitable participation.

## **General Conclusion**

The analysis of Classroom Observation Grids 1 and 2 has highlighted a recurrent pattern in learner behavior and classroom dynamics. While students exhibit a generally high level of engagement in written and non-verbal classroom activities, their reluctance to participate in oral communication remains a major concern. The findings from both sessions demonstrate a disjunction between observable non-verbal comfort and persistent hesitation to speak, suggesting

that verbal participation is inhibited by factors such as performance anxiety, fear of making errors, and low self-confidence.

Teachers, for their part, were found to provide supportive feedback and encourage participation to a certain extent. However, their use of anxiety-reducing strategies—such as humor, cooperative tasks, and structured group work—was either occasional or limited. Classroom atmospheres were generally marked as moderately comfortable and collaborative, though not optimally conducive to risk-taking in oral expression. Therefore, while foundational aspects of classroom management and rapport are in place, targeted pedagogical adjustments are necessary to foster an environment that genuinely promotes communicative competence.

The triangulated analysis of students' questionnaires, teachers' questionnaires, and teachers' interviews presents a comprehensive picture of the challenges and dynamics surrounding oral participation and anxiety in the EFL classroom. The data collectively underscore the central role of affective factors—particularly anxiety and fear of negative evaluation—in shaping students' willingness to speak. This confirms prior research suggesting that foreign language anxiety (FLA) is one of the most significant affective variables that negatively influence language performance (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991).

Students reported a consistent reluctance to engage in oral communication tasks, despite expressing general satisfaction with their teachers and the classroom environment. This paradox supports the claim that students may feel emotionally comfortable in general classroom interactions but still lack the specific linguistic confidence required for speaking tasks (Young, 1991). The avoidance of verbal participation, therefore, appears to stem more from a fear of public failure than from negative classroom conditions. This aligns with Krashen's Affective

Filter Hypothesis (1982), which posits that high anxiety can block language input and reduce output quality.

Teachers, on their part, demonstrated awareness of students' difficulties and generally expressed a willingness to support them. They reported using various techniques such as encouragement, peer support, and simplified oral tasks to mitigate anxiety. However, these strategies were often inconsistently applied and limited by contextual constraints such as large class sizes, rigid curricula, and time pressures. This observation is supported by Medgyes (1994), who argues that non-native English-speaking teachers often face institutional limitations that affect their ability to implement communicative language teaching effectively.

The semi-structured interviews added depth to the quantitative findings, showing that while teachers value oral communication, they also struggle with balancing classroom control, syllabus completion, and student-centered speaking tasks. Many teachers called for more institutional support, echoing Ur (1996), who emphasized that effective speaking instruction requires both pedagogical expertise and administrative flexibility. Furthermore, several educators noted the lack of formal training in managing language anxiety and fostering communicative competence—an issue also raised by Gregersen and MacIntyre (2014), who advocate for affectively aware pedagogy in language teaching.

Taken together, these findings suggest that improving oral communication in the EFL classroom is not simply a matter of increasing speaking tasks. Rather, it requires an integrated approach that addresses emotional safety, pedagogical design, and institutional support. As Claire Kramsch (2009) argues, language learning is not only a cognitive but also a profoundly social and emotional act. Creating classrooms that recognize this complexity—by reducing

anxiety, promoting collaboration, and offering scaffolded speaking opportunities—can significantly improve students' communicative competence and confidence.

In conclusion, the study affirms the importance of teacher sensitivity, emotional scaffolding, and strategic instructional design in promoting effective oral participation. While current practices offer a solid foundation, sustained professional development and systemic changes are necessary to support emotionally responsive and pedagogically effective language teaching in Algerian EFL contexts and beyond.

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## **APPENDICES**

## **Appendix A**

### **Questionnaire for Students (First-Year EFL Tertiary Level)**

**Dear Students,**

This questionnaire is part of a study to investigate your experiences of language anxiety and its impact on your second language proficiency. The data you provide will be very confidential and will only be used for Masters Two research.

#### **Section A: Demographic Information**

**1. Age:** \_\_\_\_\_

**2. Gender:** \_\_\_\_\_

**3. Years of English Learning Experience:** \_\_\_\_\_

**2. Main Reason for Studying English (choose one):**

- 1. Academic requirements
- 2. Personal interest
- 3. Career goals
- 4. Other (please specify): \_\_\_\_\_

**Section B: Language Anxiety:**

Please answer using **strongly agree, Agree, Disagree, and Strongly Disagree.**

Statements	SA	A	D	SD
1. I feel nervous when speaking English in front of the class.				
2. I avoid speaking English because I fear making mistakes.				
3. I get anxious during English exams or oral presentations.				
4. I feel tense when my teacher corrects my mistakes in English.				
5. I feel confident when communicating with native speakers of English.				

**Section C: Learning Strategies and Motivation-Select the right option**

- 1. I actively participate in class activities.
- 2. I practice English outside the classroom (e.g., watching movies, reading books).
- 3. I enjoy learning English.
- 4. I believe improving my English will help me achieve my goals.

Questions	Poor	Fair	Good	Excellent
1. How would you rate your English-speaking skills?				
2. How would you rate your English writing skills?				

**3. Do you believe your English proficiency has improved since joining university?**

Yes  No

**4. What areas of English do you find most challenging?**

Speaking  Writing  Listening  Reading

**Section D: Improvement and Challenges**

**1.What areas of English do you feel you have improved in the most since starting university?**

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

**2.What specific challenges do you face when trying to improve your English proficiency?**

.....  
.....

**3.What do you think causes your anxiety when learning or using English?**

.....  
.....

**4.How do you usually cope with feelings of anxiety in English language classes?**

.....  
.....

**5.What motivates you to learn English?**

.....

**Thanks for your Cooperation**

**Appendix B**

**Questionnaire for Teachers (First-Year EFL Instructors)**

Dear EFL teachers,

**This questionnaire is part of a research work whose aim is to gather information about *examining the relationship between Language anxiety and Second Language Proficiency and to understand teachers' perspectives on students' language anxiety and its effect on their language learning.*It would be highly appreciated if you answer all the questions. Be sure that any information will remain strictly confidential.**

**Section A: Demographic Information**

- 1. Number of Years of Teaching English: \_\_\_\_\_
- 2. Educational Background (e.g., MA in English, PhD ): \_\_\_\_\_

3. Have you received training related to language anxiety or second language acquisition?

Yes  No

Answer the following questions

1. Can you share specific examples of situations where you observed student anxiety in your class?

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

2. How do you think students' language anxiety impacts their overall academic performance and participation?

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

**Section B: Student Anxiety**

(Use a 4-point scale: 1 = Strongly agree, 2 = agree, 3 = Disagree 4 = Strongly Disagree)

Statements	SA	A	D	SD
1. I observe that my students often feel anxious when speaking English in class.				
2. Many students hesitate to participate because they fear making mistakes.				
3. Anxiety negatively impacts students' language learning progress				
4. I notice students perform better in written tasks compared to oral tasks.				
5. I believe students' fear of being judged affects their willingness to speak in class.				

**Section C: Teaching Strategies** (Use a 4-point scale: 1 = Strongly agree, 2 Agree, 3 = Disagree, 4 = Strongly Disagree)

Statements	SA	A	D	SD
1. I use pair/group activities to encourage student participation				
2. I provide constructive feedback to minimize students' fear of making mistakes.				
3. I incorporate anxiety-reducing activities (e.g., games, role-plays, discussions).				
4. I create a supportive and relaxed classroom environment				
5. I encourage students to ask questions without fear of judgment.				

**1.What specific strategies do you find most effective for helping students feel more comfortable using English in class?**

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

**2.How do you address situations where students are visibly anxious or hesitant to participate?**

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

**Section D: Challenges and Suggestions**

**1.What challenges do you face in addressing language anxiety in the classroom?**

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

**2.In your experience, what factors contribute most to students' anxiety? .**

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

**3.What strategies have you found most effective in reducing students' anxiety?**

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

**4.What additional resources or training do you think would help you better address language anxiety in your students ?**

.....  
.....

**5.How do you collaborate with other teachers or staff to support anxious students ?**

.....  
.....

.....**Thanks for your Cooperation**

## **Appendix C**

### **Interview Guide for Teachers**

**Dear Teachers,**

Would you please help us complete this interview whose purpose is to gather in-depth insights into teachers' experiences and strategies for managing student anxiety?

**Sample Questions:**

**1. From your observation, how does language anxiety manifest among first-year EFL students?**

2. What are the main challenges your students face in speaking English confidently?

3. How do you handle situations where students are visibly anxious in class?

4. What specific strategies do you use to help students overcome their fear of making mistakes?

5. In your experience, how does language anxiety affect students' academic performance and participation?

6. Are there specific classroom activities or teaching methods you've found effective in reducing anxiety? Can you provide examples?

7. How do you balance giving corrective feedback while maintaining a supportive atmosphere in the classroom?

**Thank you for your cooperation**

## **Appendix D**

### **Classroom Observation Grid**

**Teaching Purpose:** To evaluate behaviors and interactions that reflect anxiety and teaching strategies in real-time.

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Class: \_\_\_\_\_ Room: \_\_\_\_\_

Number of Students Observed: \_\_\_\_\_ School: \_\_\_\_\_ Sheet Nb.....

#### **Section A: Students' Behaviour**

1. Nervous gestures (e.g., avoiding eye contact).

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Often                      Sometimes                      Rarely                      Not Observed

2. Reluctance to participate in speaking activities.

Often  Sometimes  Rarely  Not Observed

3. Engagement in classroom tasks (e.g., answering questions, completing exercises).

High  Moderate  Low

4. Reaction to teacher feedback (e.g., positive, neutral, negative).

Positive  Neutral  Negative

### Section B: Teachers' Behavior

1. Encouragement of student participation (e.g., inviting answers, praising efforts).

Frequently  Occasionally  Rarely

2. Use of anxiety-reducing strategies (e.g., group work, humor, games).

Frequently  Occasionally  Rarely

3. Feedback delivery (e.g., supportive, critical, neutral).

Supportive  Critical  Neutral

### Section C: Classroom Atmosphere

1. Overall student comfort level (based on observed interactions and participation rates)

High  Moderate  Low

2. Evidence of collaborative learning (e.g., group discussions, peer support).

High  Moderate  Low

### Section D: Students' Activities

1. Type of activities conducted

Oral presentations  Role-plays  Debates

2. Level of student engagement during activities.

	High	Moderate	Low
<b>Overall observation</b>			
1. Objectives reached	yes	<input type="checkbox"/>	No <input type="checkbox"/>
2. Teachers' Satisfaction	good	<input type="checkbox"/>	Average <input type="checkbox"/>
3. Teachers' cooperation in class	present	<input type="checkbox"/>	absent <input type="checkbox"/>
4. Students' satisfied	yes	<input type="checkbox"/>	No <input type="checkbox"/>

### المخلص.

تبحث هذه الدراسة في العلاقة بين القلق اللغوي وكفاءة اللغة الثانية (L2)، أجريت على طلبة السنة أولى ليسانس بجامعة محمد بوضياف بالمسيلة. ينظر إلى تعلم اللغة غالبا على أنه مسعى ممتع، إلاه أنه أحيانا ما يثير الخوف لدى العديد من الطلبة. تهدف هذه الرسالة إلى تحديد تأثير مشاعر التوتر، وانعدام الثقة بالنفس والخوف من التواصل على قدرة المتعلمين على تطوير الطلاقة في صف تعلم اللغة الثانية. اعتمد الباحث على منهجية بحث مختلطة، حيث جمع البيانات من خلال الاستبيانات والمقابلات والملاحظات، بهدف الحصول على فهم شامل للتجارب العاطفية والأكاديمية للطلبة.

كشفت النتائج علاقة عكسية، حيث ارتبطت المستويات المرتفعة من القلق بأداء لغوي منخفض. علاوة على ذلك أبرزت الدراسة قدرة الطلبة المدعومين على تحويل الخوف إلى حافز مما يشير إلى أهمية خلق بيئات تعليمية داعمة عاطفيا لتعزيز ثقة الطلاب بأنفسهم.

### **Résumé**

Ce mémoire étudie la relation entre l'anxiété linguistique et la maîtrise de la langue étrangère chez les étudiants de première année à l'Université de M'sila. L'auteure met en lumière comment des émotions négatives telles que la nervosité, le doute de soi et la peur d'être jugé peuvent nuire à l'apprentissage de l'anglais comme langue étrangère (EFL).

En adoptant une méthodologie mixte (questionnaires, entretiens et observations de classe), l'étude révèle que les étudiants ayant un niveau élevé d'anxiété ont souvent un niveau de performance linguistique plus faible. Toutefois, avec un soutien adéquat, cette peur peut être transformée en motivation.

Le travail insiste sur l'importance de créer un environnement d'apprentissage émotionnellement soutenant, où les enseignants adoptent des stratégies pédagogiques pour réduire l'anxiété (feedback constructif, activités de groupe, jeux de rôle, etc.).

Cette recherche contribue à mieux comprendre les obstacles affectifs à l'acquisition d'une langue seconde et propose des pistes concrètes pour améliorer la réussite des apprenants dans des contextes similaires à celui de l'Algérie.