Foreign Language Anxiety in Oral Tests: The Case Study of Second Year Students of English at the University of Tizi Ouzou

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Abstract

The present paper intends to measure the anxiety levels of 124 second year students learning English at the University of Tizi Ouzou-Algeria, before, during and after taking an oral test. Besides, the participants were asked to state the potential causes of their distress in oral tests and suggest means for teachers to prevent such a feeling. The data collection instrument is the questionnaire. The findings demonstrate that the participants' levels of anxiety are relatively moderate at all stages of the testing process. Yet, fear of making mistakes and being negatively evaluated proved to be the main cause of students' apprehension. A possible way for teachers to reduce anxiety in oral tests is to create a friendly and relaxing environment.

Key words: foreign language anxiety, test anxiety, oral tests.

القلق اللغوي في الامتحانات الشفهية: دراسة حالة طلاب السنة الثانية تخصص اللغة الإنجليزية بجامعة تيزي وزو

ملخص

يهدف هذا المقال إلى قياس مستوى القلق الذي يعاني منه 124 طالبًا في اللغة الإنجليزية سنة ثانية بجامعة تيزي وزو– الجزائر، قبل، وأثناء، وبعد الامتحانات الشفهية. ولأجل ذلك، طلب من المشاركين تحديد الأسباب المحتملة لتوترهم في الاختبارات الشفوية واقتراح سبل للمعلمين للتقليل من هذا الشعور السلبي. تعتمد هذه الدراسة على استبيان لجمع المعلومات. وقد أظهرت النتائج أن المشاركين يعانون من مستوى متوسط من القلق في جميع مراحل عملية الاختبار. ويعدّ الخوف من ارتكاب الأخطاء والتقويم السلبي السبب الرئيسي في قلق الطلاب. وللتخفيض من مستوى التوتر في الامتحانات الشفوية على الأساتذة خلق جو ودّي مريح.

الكلمات المفاتيح: قلق لغوي، قلق من اختبارات، امتحانات شفهية.

L'anxiété langagière dans les tests oraux: Le cas des étudiants de deuxième année Anglais à l'université de Tizi Ouzou

Résumé

Cet article vise à mesurer le niveau d'anxiété de124 étudiants en deuxième année anglais à l'université de Tizi Ouzou-Algérie, avant, pendant et après une épreuve orale. À cet effet, les participants étaient invités à exposer les causes éventuelles de leur insécurité durant les tests oraux et proposer des solutions aux enseignants afin de réduire ce sentiment. La collecte de données s'est faite au moyen d'un questionnaire. Les résultats indiquent que les participants présentent un niveau moyen d'anxiété durant toutes les phases du test. La crainte de faire des erreurs et d'être négativement évalué s'avère être la cause principale de cette appréhension. Pour réduire l'anxiété liée aux épreuves orales, il serait utile pour les enseignants de créer un environnement amical et relaxant.

Mots-clés: anxiété langagière, anxiété face aux tests, tests oraux.

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Introduction:

Learning a foreign language is quite challenging due to the wide range of factors that hamper students' performance, proficiency level, and achievement. These factors fall into two categories: **1)** cognitive aspects comprising learners' aptitude and language learning strategies; and **2)** affective variables including learning styles, motivation, and anxiety. Since the 1970's, a considerable research attention has been directed to the study of how emotional states facilitate or impede language acquisition. With this extensive emphasis on the examination of affective variables, research in this area asserts that anxiety is one of the most ubiquitous emotional reactions which influence students' learning [1]. Research findings reported myriads of complains from foreign language students about anxiety. This apprehension reaches a climax during tests. In this case, students censure anxiety for their low performance and achievement.

English Language Instruction in Algeria:

Before the independence of Algeria, the educational system was exclusively centralized towards the teaching of French. From 1962 onwards, the Algerian government adopted two main language policies. The first language reform, referred to the Arabization policy, was implementedin 1962 with the purpose to reinstate Literary Arabic in education and administration [2], and remove French mostly seen as the language of the colonizer. The Presidential Ordonnance of 16 April 1976 announced the total Arabization of the curriculum and introduced thenine-yearfundamental schooling system, six years in primary school and three years in middle school. In this system, French was taught as the first foreign language starting from the fourth year of the primary circle, whereas English was the second foreign language taught from the eighth grade of intermediate education [3]. In 1993, fourth graders were required to choose between French and English as their first foreign language. However, the teaching of English in primary school was abolished because the majority of parents chose French [4].With the flagging of the first reform and the advent of globalization, the Algerian Ministry of Education launched a new educational reform policy in 2001, and reorganized the educational system into primary education (lasting five years), intermediate education (lasting four years), and secondary education (lasting three years). Within this reform, English has received a significant attention. Formal instruction in English in Algeria starts from first year of middle school, and is taught as a compulsory school subject until third year of secondary education. The new language reform is grounded in a novel approach based on competencies, known as the Competency-based Approach (CBA). The CBA intends to prepare learners to act in real life experiences through the development of the three competencies of interaction, interpretation, and production. The tertiary level has also undergone some changes through the implementation of the LMD (Licence-Master-Doctorate) system in 2004. Since its introduction in Algerian schools and universities, English "has become an important part of the curriculum and has recorded a great demand in all levels of education" [5].

In spite of the efforts of the Algerian government to promote English, the language is still considered a foreign language and serves restricted purposes in daily interactions. This situation makes English learning even more challenging and frustrating since learners have little exposure to the language outside the classroom. Subsequently, most students are unwilling to take part in classroom discourse, and fail to achieve a satisfactory level of oral proficiency in English.

Furthermore, despite the adaptation of a learner-centered approach, the Algerian instruction remains teacher-centered and assessment is based on scored exams. Both teachers and administration ascertain learners' degree of achievement through sitting for official exams such as the Baccalaureate. At the university, students' marks determine their passage to the next level; consequently, many learners use rotememorization instead of practicing their communication skills. Consistent with Abdellatif Mami [6], Algerian learners hinge on marks and consider them more important than the learning process. Owing to all these factors, most

students feel pressured when taking their oral English exam. This fretfulness hinders their oral proficiency and attainments.

Test Anxiety and Foreign Language Learning:

Anxiety is a complex psychological variable viewed from different angles. In psychology, for instance, this construct is described as "a state of apprehension, a vague fear" [7]. The literature on anxiety generally differentiates between three perspectives: state, trait and situation-specific anxiety. In this trichotomy, state anxiety is a momentary apprehension experienced at a particular moment under a specific circumstance. Trait anxiety refers to a tendency to exhibit anxiety in any given situation. Situation-specific anxiety is related to specific events such as test taking situations.

Foreign language anxiety, as Horwitz, Horwitz and Cope [8] suggest, involves learners' self-perceptions, beliefs and feelings specific to the language learning setting. Therefore, foreign language anxiety is a situation-specific anxiety. Horwitz and associates [9] distinguish between three performance anxieties: communication apprehension, fear of negative evaluation, and test anxiety. Communication apprehension is a fear related to real or anticipated communication with others [10]. Fear of negative evaluation stems from learners' conviction of being negatively evaluated, which may lead them to avoid others' evaluation and evaluative situations. Test anxiety derives from fear of failure in test situations. It is a negative psychological reaction vis-à-vis academic evaluation.

Among the potential sources of anxiety, Young [11] identifies language testing. Test situations are prone to anxiety arousal, and even the most confident students may experience little anxiety before being tested. Language classrooms create highly evaluative contexts where the monitoring of students' proficiency level is an ongoing process. This regular testing may cause frustration and fretfulness for many language learners.

Test anxiety as an emotional state has "significant negative effects on a student's ability to perform at an optimal level" [12]. Innumerable research studies display the prevailing effects of test anxiety. To give an example, a study conducted by Joy [13] explored the levels of anxiety of 133 Indian students before, during and after being tested. The findings reveal that anxiety reaches a crowning level during the testing period, followed by the pre-testing phase. Consistent with the results, the least anxiety-producing stage is post-testing. Joy [14] concludes that anxiety is deleterious to test performance at all stages. In another investigation, Cassady [15] reports that students with test anxiety encounter problems while encoding, storing and retrieving information.

Test Anxiety and Oral Performance:

Speaking is an important skill in the foreign language learning process. Language classes require students to perform a number of tasks in the target language before the entire class. Many students confess that speaking in the target language is the most threatening aspect of the language learning process [16, 17, 18, 19]. Students' disquiet magnifies when their oral performance is assessed. According to Horwitz and her fellow researchers [20], oral tests may provoke both test and communication anxiety simultaneously in anxious students.

In one study, Phillips [21] examined the effects of language anxiety on students' oral test performance and attitudes. The researcher used the Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986), as a measure of anxiety levels among 44 students enrolled in the two third-semester French classes. During the eleventh week, Phillips' students took an oral test comprising two portions: the first one was a free discussion on a given cultural topic, and the second part consisted of a role-play. Besides the FLCAS and oral exam performances, Phillips interviewed twelve students with different anxiety levels in order to capture their reactions concerning oral testing. The findings unveiled a moderate negative correlation between anxiety levels and students' oral test performance. When asked about their reactions regarding oral tests, the participants reported being "nervous,""intimidated," "tense," "confused," "worried," and "dumb-founded" [22]. During oral tests, students went

blank, got irritated when they failed to demonstrate the information they knew, and were unfocussed and anxious [23] .

Similar to Phillips's study, Wilson's [24] investigation looked at the correlation between foreign language anxiety and oral test performance. Forty students enrolled in an English for Specific Purposes course at the University of Granada during the academic year 2004-2005 participated in the study. The researcher used a translated version of Horwitz et al.'s (1986) FLCAS to measure the participants' levels of anxiety, and Phillips's (1992) two-part test to evaluate their oral performance. The outcomes divulged a statistically significant correlation between anxiety and oral test grades.

In the Algerian context, Idri [25] investigated the construct of foreign language anxiety at the University of Bejaia among 359 first year EFL students. In order to collect the relevant data, the researcher opted for a questionnaire encompassing sixteen questions. When asked about their feelings towards oral tests, 17.65% of the participants reported being "disturbed" and "inhibited"; while 36.27% felt anxious about the results [26] . In another study conducted in Biskra University, BenBarkat [27] concluded that anxiety is one of the factors that cause students' underachievement in oral tests.

Purpose of the Study:

The present paper aims to reveal the levels of anxiety experienced by Algerian learners studying English at the University of Tizi Ouzou prior, during and after oral tests. It is also worthwhile to insist on the causes of anxiety in oral test situations and suggest ways to minimize its damaging effect so as to help anxious learners express themselves freely and succeed in learning and speaking the foreign language. Another reason guiding this study is that available literature on anxiety in oral tests in Algeria is rather scarce. To fill this gap in field research, three main questions are addressed,

Q1. To what extent do second year students experience anxiety in oral testing?

Q2. What are the potential causes of students' anxiety in oral tests?

Q3. How can teachers reduce students' anxiety in oral tests?

Research Participants:

The sample population consists of one hundred twenty four second year students preparing a B.A.in English at the University of Tizi Ouzou during the academic year 2015-2016. The participants had already taken oral tests during their first year at the university, so they were more likely to experience less anxiety compared to beginner learners.

Data Collection Instrument:

The methodological approach is quantitative. The instrument for data collection consists of a questionnaire comprising twelve statements, three sought to discover students' attitudes prior to oral test situations, six were about their feelings during oral tests, and three aimed to find out about their state of mind after taking an oral test. All the statements are answered on a three-point scale. In the positive items (1, 2, 4, 5, 6, 7, 10, 11, and 12), "agree" is assigned 3 points, "neither agree nor disagree" 2 points, and "disagree" 1 point. On the contrary, in the negative statements (3, 8 and 9), "agree" rates 1 point and "disagree" 3 points. The maximum scores indicate high anxiety levels, and vice versa. In addition, two open-ended questions were designed, the first aimed to find the potential causes of students' anxiety in oral test settings, and the second question was asked with the purpose to offer students an opportunity to provide teachers with some recommendations on how to ease their apprehension in oral tests (See Appendix).

The questionnaire was administered to the sample straightaway after completing their second term Oral Expression exam with the aim to capture their instant reactions towards the situation. The participants were told that the answers were confidential and that the results would not affect their grades.

Data Analysis:

The Statistical Package for Social Sciences (SPSS 24.0) was employed to analyze the data. Descriptive statistics were used to compute the percentages, the means, and the standard deviations to determine the levels of anxiety in oral tests.

Results and Discussion:

a) Anxiety Levels:

The participants' levels of anxiety were identified in relation to the three testing phases. The results are presented in Table 1.The overall mean scores show that students felt moderate amounts of anxiety in all the testing phases. This was probably because the participants were enrolled in their second year and had already taken oral tests during their first year at the university.

Table 1: Descriptive Statistics for the Questionnaire Items

Pre-test (Statements 1 to 3)	A%	D%	N%	M	SD	OM
I feel anxious before taking an oral test.	50.8	37.1	12.1	2.14	.93	
The thought of an oral test frightens and worries me.	26.6	48.4	25.0	1.78	.84	**2.03**
Before taking an oral test, I feel relaxed and confident about my abilities.	26.6	45.2	28.2	2.19	.83	
During-test (Statements 4 to 9)	**A%**	**D%**	**N%**	**M**	**SD**	**OM**
During oral tests, my hands tremble, my mouth dries and my heart beats very fast.	41.9	38.7	19.4	2.03	.90	
During oral tests, I get so nervous that I forget things I know.	54.0	28.2	17.7	2.26	.87	
I get nervous during surprise oral tests.	54.8	33.9	11.3	2.21	.92	
I feel more tense and nervous during oral tests than during written tests.	39.3	39.3	21.3	2.00	.89	**2.12**
I feel confident and relaxed during oral tests.	27.9	43.4	28.7	2.16	.83	
During oral tests, I do not let my emotions interfere with my performance.	29.2	37.5	33.3	2.08	.81	
Post-test (Statements 10 to 12)	**A%**	**D%**	**N%**	**M**	**SD**	**OM**
After an oral test, I feel demotivated and depressed.	26.6	54.0	19.4	1.73	.85	
I am always displeased with my oral test performance and feel that I could have performed better than I did.	73.4	13.7	12.9	2.60	.72	**2.21**
After an oral test, I am always anxious about the results.	56.5	25.8	17.7	2.31	.85	

Note. A=agree; D=disagree; N=neither agree nor disagree; M=mean; SD=standard deviation; OM=overall mean, %=percentage.

The items that attracted the highest mean scores are those associated with the post-testing stage. The students endorsed statements like "I am always displeased with my oral test performance and feel that I could have performed better than I did" (73.4%), and (56.5%) answered by "After an oral test, I am always anxious about the results". These students were not satisfied with their performance, lacked self-confidence, and fretted about their inability to perform well and get bad grades. Students' reliance on marks, their perfectionist nature, and undue expectation of test results lead to anxiety. The participants also felt nervous during the testing period. They agreed with statements like "During oral tests, I get so nervous that I

forget things I know" (54.0%). As stated by Horwitz and co-workers [28], anxious foreign language learners "become forgetful". In this case, anxiety leads to deficits in the output performance. In addition, 54.8% of the informants confessed being apprehensive during surprise oral tests. Putting students on the defensive by asking them spontaneously upsurges their distress. Furthermore, the students reported being anxious prior to being orally tested. Of the total respondents (N=124), (45.2%) acknowledged their lack of confidence in their own abilities. It would appear that for students with little self-confidence, oral testing could be a traumatic experience resulting in a low performance.

In a nutshell, the results revealed that the participants had moderate amounts of anxiety in oral test contexts. It is common for foreign language learners to experience some levels of test anxiety. Moderate amounts of anxiety might be beneficial and could rather motivate learners to focus on the task and study harder.

b) Causes of Anxiety in Oral Tests:

To decrease anxiety and create a less-threatening testing atmosphere, the causes need first to be identified. When asked to state the reasons of their nervousness in oral tests, the participants mentioned a wide range of factors that are summarized in Table 2.The table shows that the top five causes of students' dread in oral testing are: fear of making mistakes and being negatively evaluated, forgetting previously learned materials, fear of failing the oral test, speaking in front of others, and low English proficiency.

Table 2: Causes of Anxiety in Oral Testing

Rank order	Causes of Anxiety	Nbr of students	%
1	Fear of making mistakes and apprehension over other's evaluation	21	16.9
2	Forgetting previously learned vocabulary or grammar	20	16.1
3	Fear of performing badly and getting bad marks	16	12.9
4	Speaking in front of others	11	8.9
5	Low levels of English proficiency	10	8.1
6	Lack of topical knowledge	9	7.3
7	Reason not stated	9	7.3
8	Shyness	7	5.6
9	Lack of vocabulary	6	4.8
10	Lack of preparation	4	3.2
11	The testing procedure	4	3.2
12	Waiting one's turn	2	1.6
13	Accent	2	1.6
14	Lack of practice	1	0.8
15	Worry about one's ability level compared to others	1	0.8
16	Being unfamiliar with classmates	1	0.8
	Total	**124**	**100**

Consistent with the findings, the greatest contributor to the development of anxiety in oral tests amongst the participants is fear of making mistakes and being negatively evaluated (16.9%). Anxious learners are afraid of appearing dumb in the eyes of the teacher and fellow students. In this study, fear of negative judgment originated essentially from classmates. A comment like, "It's always difficult to talk in public in front of my classmates. I feel that if I make a mistake they will laugh at me" is indicative of their fear. These students want to express themselves effectively and make a good impression but they get frustrated and apprehensive when they fail to attain that goal.

Oral tests are anxiety provoking, especially when students are incapable of remembering what they have learned or prepared. In effect, "Students commonly report to counselors that they'know' a certain grammar point but 'forget' it during a test or an oral exercise…" [29]. The participants' inability to remember what they know is illustrated in statements like, "I am anxious in oral tests because when I speak I forget some ideas that I would like to speak about, especially when I know about the subject", and "Sometimes words escape from my mind, I lose my words".

Another anxiety-inducing factor is the fear of performing badly and getting bad marks (12.9%). Students' awareness that their performance is thoroughly examined makes them apprehensive. These students have unrealistic beliefs that "anything less than a perfect test performance is a failure" [30]. One of the participants admitted that, "… The fact that I want everything to be perfect makes me nervous". Another student accredited the reason of her nervousness to the "Fear of performing badly, fear that other students will perform better, fear of getting a bad mark". In this case, competitiveness plays a significant role in increasing students' anxiety.

A commonly mentioned reason associated with anxiety in oral tests is to stand in front of the class and speak. These students suffer from what is called stage fright. Facing an audience may be an overwhelming experience for many learners, as one participant stated,"I feel anxious when facing people. I mean once I am supposed to perform and speak, I quickly get tongue tied because I am shy to speak in front of a great number of people watching me."

Low English proficiency, as reported by Liu [31], is another variable that generated anxiety in oral tests amid the participants of the present study. One of the students acknowledged, "I feel anxious before and during oral tests because I don't speak English very well. I do not speak English elsewhere; I use it only in school that's why my English is poor". Algerian students possess a low proficiency owing to their limited exposure to the English language outside the classroom. This lack of English proficiency leads to students' irritation and anxiety.

c) Suggested Anxiety-alleviating Strategies in Oral Tests

The principal character in lessening anxiety in oral tests is without doubt the teacher or the evaluator who assesses students' performance. When asked to reflect on how teachers could reduce their nervousness in oral testing, the participants suggested anxiety-assuaging techniques and several characteristics that teachers should display while evaluating them. Students' recommendations are summarized in Table 3.

Table 3: Suggested Anxiety-alleviating Techniques for Teachers

Rank order	Anxiety-alleviating Techniques	Nbr of students	%
1	Friendly, tolerant, comprehensive, provides relaxed conditions…	32	25.8
2	Smiling	15	12.1
3	Not stated	14	11.3
4	Provide encouragement	11	8.9
5	More oral practice	10	8.1
6	Allow time for preparation	8	6.5
7	Understand their state of apprehension	8	6.5
8	Avoid harsh error correction	7	5.6
9	Use icebreakers	5	4.0
10	Individual face-to-face testing	4	3.2
11	Easy topics	4	3.2
12	Nothing	4	3.2
13	Use group testing	2	1.6

Total	**124**	**100**

In accordance with (25.8%) of the participants, some teachers' characteristics such as being comprehensive, tolerant, patient, friendly, and helpful play a significant part in dwindling their levels of oral test anxiety. The students also reported that teachers who provide them with a relaxing environment, who make them feel comfortable, who encourage them to speak, and who do not embarrass them constitute a remedy for their anxiety. In a similar perspective, Young's [32] subjects confessed that their apprehension assuaged when teachers were friendly, relaxed and patient, and when they created a low-anxiety learning atmosphere. Phillips [33] suggests that, "encouraging a relaxed atmosphere in the classroom may be a first step in alleviating anxiety related to oral testing".

According to (12.1%) of the participants, anxiety lessens when the teacher wears an encouraging smile. Teachers who praise their students using nonverbal cues such as smiling contribute to the reduction of anxiety. As stated by Huelsma [34], "something as simple as an encouraging smile before the test begins might diminish the ominous atmosphere…associated with oral evaluation". This is evidenced by the participants' statements such as, "What the teacher has to do is smile, because this will give the impression that the test will be easy, and that when you perform and see your teacher smiling this gives you the impression that you are doing well."

Furthermore, (08.9%) of the total participants (N=124) suggested that teachers should encourage them during oral tests. They submitted that words like "you can do it", "just relax", "you don't need to worry", "It's not a big deal", "relax it is just an exam" or "take it easy" from the examiner could be helpful in diminishing their oral testing anxiety.

Teachers who provide their students with time to think and prepare their performances were also cited as being helpful in easing the participants' anxiety. Preparation and practice increase learners' self-confidence about speaking and decrease their levels of anxiety. In this study, the importance the participants accredited to practice and preparedness is expressed in a statement like, "In order to alleviate the anxiety of students, teachers have to provide them with more oral practice and give them time to think and prepare themselves well".

However, when asked to suggest which teachers' practices provoke less apprehension, some participants (03.2%) responded that they would be nervous no matter what the teacher does. Confessions like, "Well, I think, the teacher cannot do anything, since anxiety is within my nature" and "The teacher can't do anything, when I feel like this no one can help me" conspicuously show that anxiety is a personality trait. In other words, these learners are predisposed to be nervous and tense in oral test contexts. They perceive oral testing as frightening and respond to the situation with anxiety reactions.

Conclusion, Limitations and Implications:

The main aim of the paper was to investigate the levels of anxiety in relation to oral tests. The results unveiled that the participants experienced moderate anxiety levels in oral test situations, with fear of making mistakes, fear of negative evaluation, forgetting newly gained knowledge, and worrying about the negative consequences of failure as being the main causes of their unease. The findings can help raise teachers' awareness that oral production is anxiety making for many EFL learners, especially in test situations, and suggest some remedial measures to lower it. In order to reduce students' anxiety in oral testing, teachers need first to acknowledge its existence. Besides, they should raise their students' awareness that anxiety is a common feeling among foreign language learners [35], and motivate them "to share their feelings with one another" [36]. Furthermore, as recommended by the participants, instructors should create a friendly, supportive and relaxing testing environment. This could be achieved via encouragement, patience, and sympathy. In order to develop students' oral proficiency and attenuate their worry over oral tests, teachers should provide them with more opportunities to practice speaking and time to prepare their performances. The old saying

"Practice makes perfect" reinforces the importance of oral practice and preparation in order to optimize proficiency, increase self-confidence, which in turn will alleviate anxiety.

The present research is determined by a number of limitations. To begin with, the totality of the participants were from Tizi Ouzou University, thus it is difficult to generalize the results to all Algerian EFL learners. In addition, the study employed only a questionnaire to collect data. The validity of the results depended on the students' trustworthiness while answering it.

The current study is just a starting point. In order to triangulate the findings, upcoming research ought to make use of other data collection instruments such as interviews, classroom observations or reflective journals. To ensure the reliability and the generalizability of the results, future researchers could replicate the study with a larger sample and with learners of different educational backgrounds and learning.

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Appendix:

The Anxiety Measuring Questionnaire:

We would greatly appreciate if you could answer the following questionnaire, which aims at better understanding your feelings towards oral tests. Your responses are extremely valuable for the completion of this work and will be treated with great confidentiality.

Part I:

Directions: Below is a list of statements about feelings you may or may not have towards oral tests. Read each statement carefully, then write **A**, **D**, or**N**next to each item.

Note: A=agree, D=disagree, N=neither agree nor disagree.

Please do not leave any statement unanswered:

1- I feel anxious before taking an oral test.

2- The thought of an oral test frightens and worries me.

3- Before taking an oral test, I feel relaxed and confident about my abilities.

4- During oral tests, my hands tremble, my mouth dries and my heart beats very fast.

5- During oral tests, I get so nervous that I forget things I know.

6- I get nervous during surprise oral tests.

7- I feel more tense and nervous during oral tests than during written tests.

8- I feel confident and relaxed during oral tests.

9- During oral tests, I do not let my emotions interfere with my performance.

10- After an oral test, I feel demotivated and depressed

11- I am always displeased with my oral test performance and feel that I could have performed better than I did.

12- After an oral test, I am always anxious about the results.

Part II:

1. Please state the reasons of your anxiety during oral tests.

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2. How can teachers reduce your anxiety related to oral testing?

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Thank you for your cooperation