The Effects of Anxiety on Students' Oral Performance and Participation under Competency based Teaching. A Case Study of the Teacher Training School Students (ENSC) of Constantine, Algeria

آثار القلق على أداء الطلاب الشفهي في ظل التدريس القائم على المقاربة بالكفاءات. دراسة حالة طلبة المدرسة العليا للأساتذة (ENS) بقسنطينة ، الجزائر

Les effets de l'anxiété sur la participation orale des étudiants dans le cadre d'une approche par compétences. Une étude de cas des étudiants de l'Ecole Normale Supérieure (ENS) de Constantine, Algérie.

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ملخص:

يعد القلق من بين العديد من العوامل البارزة التي غالبًا ما يكون لها تأثير موهن على الأداء الشـــفهي لإنتاج الطلاب. تهدف هذه الورقة إلى فحص الطبيعة القلق الذي يشـعر به الطلاب ، في مدرسـة تدريب المعلمين بقسـنطينة ، عند الأداء الشـفهي. كما يسـعى إلى التحقيق في المصـادر المولدة والمربكة لظهور القلق من التحدث لدى الطلاب. افترضـنا في بحثنا أن القلق له تأثير سـلبي على الأداء الشـفهي مما يعيق إجراء التدريس القائم على الكفاءة والمقاربة بالكفاءات، ومن أجل التأكد من صـحة بحثنا فقد اعتمدنا الطريقة الكمية لقياس مستوى القلق الذي يظهره. المشـاركون من خلال استخدام أداة واحدة لجمع البيانات؛ استبيان الطلاب. وبالتالي، أكدت نتائج البحث فرضياتنا

الكلمات المفتاحية: القلق ؛ الشفهي؛ الطلاب ؛ الأداء؛ الكفاءة

Abstract :

Anxiety is among several outstanding factors that often have a debilitating effect on the oral performance of students production .This paper aims to examine the nature of anxiety that students' at The Teachers' Training School of Constantine, experience when performing orally. It also seeks to investigate the sources generating and confounding to the appearance of speaking anxiety in students. Finally, it provides some solutions and suggestions for reducing speech apprehension. In our research, we hypothesize that anxiety has a negative impact on oral performance which hinder competency based teaching to take place .Thus, in order to make sure of the validity of our research we have adopted a quantitative method to measure the level of anxiety exhibited by the participants through the use of one tool of data.

Keywords : anxiety; oral; students; performance; Competence

Résumé :

L'anxiété fait partie de plusieurs facteurs exceptionnels qui ont souvent un effet débilitant sur la performance orale chez les étudiants de l'ENSC lors de leurs représentations orales. Il cherche également à étudier les sources générales de l'apparition de l'anxiété a l'orale chez les étudiants. Dans notre recherche, nous émettons l'hypothèse que l'anxiété a un impact négatif sur les performances orales. Nous avons adopté la méthode quantitative pour mesurer le niveau d'anxiété présenté par les participants à travers l'utilisation d'un seul outil de collecte de données.

Mots clés: L'anxiété; orale; étudiants; performance; Compétence.

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Introduction :

There has been a great shift within the field of language learning and teaching, over the last decades, with a lot of emphasis put on the learner and his concern in developing his skills. Therefore, learners will pursue more attention to speaking rather than other skills in the classroom; for instance, they would like to engage more in oral interactions such as asking and answering questions, giving public presentations, or engaging in class discussions. At the end of the learning process, learners are usually expected to become proficient in several areas according to their specialty. In this respect, learners can suffer from some psychological factors such as anxiety and inhibition while discussing their ideas especially under competency based education which is based on learners' centered methodology rather than teachers' centered learning. The teacher is no longer the authoritarian but rather a guider or a motivator. Teachers must pay more attention to students' behaviors and feelings to provide assistance to the learners, in addition to look for new educational implications to overcome such problem. In fact, the effect of anxiety could not be easily described and defined. Thus, the purpose of this research paper is an attempt to investigate the sources and causes behind anxiety and its effects on students at The Teachers Training School of Constantine, and to offer temporary solutions to mitigate anxiety under competency based teaching.

1-   Literature Review:

Anxiety is also a psychological problem that affects the production of speech and the ability of discussion among learners and the effectiveness of learning. It is a form of stress, nervousness, and tension. (Spielberger, 1983, p. 1), assumes: "anxiety is the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Besides, when a person feels anxious during the speaking process, the level of oral production will be affected negatively, and he will be less fluent than he really is (Howritz, 1991). Teachers and students practice some discussions as an activity to exchange ideas, improve the knowledge about learning aspects, develop student's skills in the different fields, and increase their participation. (Dillon, 1983, p. 51) claims that "discussion is a rubric, too, covering various activities in which students and teachers discuss what they do not know." Besides, in discussion tasks, the negotiation of ideas and opinions may occur as a teacher/students or as student/student interaction (Hedge, 2000). However, during discussion activities, learners could fail to express ideas and give opinions in front of their classmates and teachers due to lack of confidence (Harmer, 2001). The world anxiety is defined in the Oxford Word power dictionary as "A feeling of worry or fear, especially about the future: a feeling /a state of anxiety. There are anxieties over the effects of unemployment (Horwitz, 2001).

1-2.   Anxiety and Learning under Competency based Teaching:

More anxious learners are the less successful in their domains. Anxiety leads to inhibition which means a psychological problem that students face when they try to speak. According to (Ur, 1991, p. 111), "learners are often inhibited about trying to say things in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." In other words, learners often feel afraid to express themselves in front of the others in the classroom or outside, such as the fear from others' judgments and opinions when they make mistakes. On the other hand, they face shyness problem where they prefer not to speak at all and keep silent, in order to avoid the embarrassment when they make verbal mistakes in front of their classmates. In fact, speaking in front of classmates in classes may lead to negative feelings, which affect their actual oral

performance (Baldwin, 2011). Speaking and discussing among learners to communicate their ideas inside or outside the classroom is the act of producing verbal utterances in order to transmit ideas, thoughts and information. In fact anxiety prevent competency based teaching to take place because it causes Low or even uneven participation which might happen due to different factors like the large number of students in one class, which leads to little chance to participate because of the time limitation which raises the level of anxiety among students. According to (Browman, 1989, p. 40), "traditional classroom seating arrangements often work against you in your interactive teaching." Therefore, it is the role of the teacher to reduce the problem of low participation in the classroom by choosing the appropriate ways such as dividing the classroom members into groups or providing learners with enough time to speak. Anxiety is defined as a distress or uneasiness of the mind caused by fear of danger or misfortune. It is the excessive and exaggerated worry that dominates and interferes with daily functions like works, school, relationships and social activities. Many researchers have approached anxiety from different aspects. (Carlson, 1987) defines anxiety disorders in general as: "A psychological disorder is characterized by tension, over activity of the autonomic nervous system, expectation of an impending disaster, and continuous vigilance for danger."

(Spielberger, 1983, p. 18) conceptualized foreign language anxiety as, "the subjective feelings of tension, apprehension, nervousness, worry associated with an arousal of the autonomic nervous system." (Horwitz E. , 1986, p. 125) further define anxiety as "a distinct complex of self- perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." Competency based Approach (CBA) teaching called for learners' centered learning in which the process of teaching and learning is a collaborative effort between teachers and learners. Since learners under this approach (CBA) are closely involved in the decision making process regarding the content of the curriculum and how it is taught, they are an active element in the teaching-learning process (Nunnan, 1999). Furthermore, other aims of (CBA) are related to provide learners with efficient learning strategies and to give learners the opportunity to identify their own preferred ways of learning. In this respect, teachers should encourage learners to set their own objectives and to adopt realistic goals so as to develop the reading skill. These aims cannot be attained when anxiety appears in the teaching-learning process.

Competency based teaching put more emphasis on 'behavior', 'shaping behavior' or what they call performance and behavior criteria. The specified behaviors are most common called objectives. Objectives are described in behavioral terms as what the learner is to be able to do at the end of any instructional period (Richaeds, 2001).

1- 3. Causes of Anxiety:

It is believed that there are many factors that contribute to learning anxiety. The commonly mentioned factors can be subdivided into personal and interpersonal, caused by the surrounding variables such as, situation, audience, or context as it is supported by (Young, 1991) who claim that anxiety emerges from personal as well as inter-personal causes. Learners might encounter communication difficulties because of lacking some personal aspects, which can affect their engagement in oral tasks the following are the most remarkable variables among learners. One of the factors of students' anxiety is personality problems. Pupils with low esteem, for instance, are likely to have a high level of anxiety in any speaking situation because they lack confidence to perform as it is mentioned by (MacCroskey, 1977, p. 274) who argue that "lowered self-esteem is associated

with high oral communication apprehension and must be considered in the delineation of the communication apprehension construct. Learners with low self-confidence fear of losing their face when giving utterance because they think they do not have a sufficient knowledge. The lack of motivation can also lead students to avoid speaking and to have no interest in the classroom tasks as (Juhana, 2012, p. 103) provides that "motivation is a key consideration in determine the preparedness of learners to communicate." Individuals with such personality feel more anxious to speak regardless of the audience, situation or context. Anxiety can be found in many types namely, trait anxiety, state anxiety, situation specific anxiety. According to (Spielberger C. , 2005), trait anxiety is a general characteristic of an individual personality. People with high levels of trait anxiety are generally nervous; they lack emotional stability (Goldberg, 1993).On the contrary, people with low trait anxiety are emotionally stable and tend to be calm and relax. In contrast, state anxiety is a momentary characteristic of individual's personality. (Spielberger C. , 1983) consider it as an apprehension experienced at a particular moment in time. A person who experienced a state anxiety is more likely to feel stressed and nervousness, or is unable to confront any event. In such moments, a person may feel nervous and cannot easily react to external stimuli; as a result, he may escape from embarrassing situations, or may become more sensitive to what other people are thinking about. Another type of anxiety is the situation specific anxiety. It is a trait anxiety, which is limited to a specific context.

2-The Study:

This study is designed in order to:

• Investigate the reasons behind students 'anxiety.

• Identify to what extent anxiety can negatively the students' performance at the Ecole Normale Supérieure Constantine ENSC classrooms.

• Suggest possible strategies to overcome speech anxiety.

2-1. Research Questions:

Based on the study's purpose, this paper attempts to answer the following questions:
• How does anxiety affect students' production and output?
• What are the factors that cause language classroom anxiety in learner's output performance?
• What are the symptoms of anxiety that appear in students?
• What are the strategies that can be used by teachers and learners to reduce anxiety in foreign language?

2- 2. Hypothesis:

On the basis of what has been observed, we hypothesize that anxiety parameter negatively affects the students at ENSC when participating to exchange ideas in the classroom under competency teaching.

2-3. Methodology:

2-3-1. Population and sampling:

This study is conducted in the Teachers' Training School of Constantine during the second term of 2020-2021 academic years. It is directed to students of ENSC in randomly in the different specialties to see the impact of anxiety on their performances. The participants are 40 students (39 female and 01 male) aged from 19 to 24 years. Although they are from different regions of the eastern part of

Algeria; they are culturally similar and basically have undergone the same educational settings and contents. So the study will be done randomly to make sure that the target population members will have equal chance for being selected.

2-3-2. Tools of the study:

In this research study, we will conduct a student questionnaire as an instrument of research. The questionnaire will be directed students in the Teaching Training school of Constantine, in order to investigate their behaviors and attitudes while discussing and engaging in different classroom activities. After directing the research questionnaire, we would analyze the collected data quantitatively and qualitatively to figure out the impact of anxiety on students' communicative act. Besides, we can resort to the use of observation and interview as other tools of investigations to back up the already collected data from questionnaire analysis.

2-3-3. Limitation of study:

The issue of language anxiety is being increasingly studied in the recent years because of the influence on learners' performance and ultimate achievement in the different fields. In classrooms, learners may encounter various problems that affect their skills development. Such problems can be either external, like classroom environment, school bulling, and negative evaluation, or internal such as shyness, stress, and anxiety. Consequently, from this vein we became interested in finding out whether other students in the different specialties experienced the feelings and fears when speaking in class. Thus, we focus our study on anxiety since it is noticeably detrimental to the learners.

2-4. Results and discussion of the research questionnaire:

Question one: Students' Gender

Table -01- Students' Gender

Option	Number of participants	Percentage%
Female	38	97.4**%**
Male	01	02.6**%**

The table above indicates that most students who participated in the study are females (97%).Besides, (3%) are males.

Question two: Students' Age

Table -02-Students' Age

Age	Number of participants	percentage%
19	10	25.5
20	20	51.2
21	8	20.5
23	1	2.5

The results tabulated above demonstrate that the respondents of this question are of different ages ranging from nineteen to twenty three years. More than half of the sample (51.2%) is twenty years old. Others (25.5%) are nineteen years old. (20.5%) of students are twenty-one years old while (2.5%) are twenty-three years old.

Question three: Baccalaureate stream

Table -03-Students' baccalaureate streams

Option	Number ofparticipants	Percentage%
Literary stream	27	69.2
Scientific stream	12	30.8

The results above show that 69.2% (27 of students) were in literary stream, while only 30.8% (12 students) were in scientific classes. We noticed that the students' university orientation corresponds to their secondary school orientation.

Question four: How often do you discuss your projects orally in the classroom?

Table -04- The frequency of student's' oral discussions in the classroom

Age	Number oparticipants	percentage%
Always	11	28.5
Sometimes	24	61.5
Rarely	4	10.3
Never	00	00

The table above shows that (28.2%) of the student's claimed that they are always given the opportunity to communicate and discuss their ideas orally, and (61.5%) of the students stated that they are sometimes given the opportunity to speak. While (10.3%) rarely speak it and there is no one who never contribute in discussions in the classroom. These results imply that most students are aware of the importance of speaking, discussing and communicating their ideas inside classes as a part of learning and they are courageous enough to express themselves and do their best to develop their oral skills.

Question Five: Which of these activities does your teacher present in the class to encourage you to speak and discuss your ideas?

Table -05- The teachers' different activities to encourage students to speak.

Option	Number of participants	Percentage%
Group work	9	23.1
Problem solving	1	2.56
Disscussion	12	30.8
Oral presentation	13	33.3
Group work and oral presentation	1	2.56
Group work and discussion	1	2.56
All of them	1	2.56

The table five reveals that teachers use a variety of activities to encourage students to speak. This means that teachers are aware of the students' needs. We noticed that thirteen students (33.3 %) said that the teacher asks them to make oral presentations so that they discuss their work in the class. While twelve (30.8%) students mentioned that the teacher opens discussions to motivate them to express themselves. Moreover, nine (21.3%) students stated that they are assigned to work in groups to motivate them to interact with other classmates. In addition, four students (10,24%) indicated that their teacher use other activities to help them enhancing their oral skills such as problem solving , group work discussion while one of them mentioned that all the activities used by the teacher encourage them to speak. Indeed, these results are motivating because varying the classroom activities help the students improving and building their skills. As a result, teachers should know how to treat those problems to help their students overcome their difficulties.

Question six: When it comes to speaking and discussion, do you face any problems?

Table -06- Student's possibility of facing problems while speaking

Option	Number of participants	Percentage%
Yes	26	66.7
No	13	33.3

The table above demonstrates that twenty six students who represent (66.7%) faced problems while expressing themselves orally while thirteen students who represent (33, 3%) did not. These results ensured that speaking is not any easy task. That is to say, not all students are unable to express their thoughts, ideas, and feelings easily without encountering any obstacles that hinder their oral performance

Question Seven: if yes, what kind of problems do you face?

Table -7-The different kind of problems students encounter while speaking

Options	Number of participants	percentage%
Inhibition	1	3.44
Anxiety	13	44.8
Lack of self confidence	11	37.9
Hesitation	2	6.9
Short term memory	2	6.9

While observing table seven, we noticed that the majority of students (44.8%) claimed that they suffer from anxiety while speaking. Besides, eleven students who present (37.9%) said that they found problems of self confidence. Some others (two students) who present(6,9%) declared that they have problems of hesitation while two others said they encounter the problems of low participation because of short term memory problem ,they rarely speak during speaking session .one other student said inhibition affects his oral performance negatively.

Question eight: How often do you feel or felt stressed while presenting?

Table -8- Students' frequency of feeling stressed while presenting

Option	Number of participants	percentage%
Always	2	5.3
Often	17	44.7
Not often	17	44.7
Never	2	5.3

As displayed in the table above, it is revealed that the majority of informants about 44.7% have answered that they often feel stressed while participating orally, whereas an equal percentage of informants said that not often they feel nervous. Moreover, two students claimed that the feel nervous every class discussion and the two final students with the percentage of 5% said they have never experienced that feeling. The results explore that the majority of the informants experience high level of speaking anxiety.

Question nine: Do you agree that this anxiety negatively affects your participation and achievement?

Table -9-The impact of anxiety on students' participation and achievement.

Options	Number of participants	Percentage %
Agree	18	46.2
Strongly agree	13	33.3
Disagree	3	7.7
Not sure	5	12.8

Concerning Table nine, a very significant proportion 46.2% (18 students) indicated that anxiety negatively affects their participation and achievement. Also 33.3% (13 students) strongly agreed and supported the claim. While 12.8% (05 students) are not sure and only 07.7%, (03 students) disagreed with it. This result is an indicator of the students' struggle and anxiety about their own capacity to participate in an oral conversation.

Conclusion

To sum up, although along this research we have gone through harsh circumstances under the crisis of corona virus, our research was conducted successfully; the research questions have been answered, and interesting results were achieved. Foremost, the results of the students' questionnaire have confirmed our hypothesis. Therefore, the analysis of the collected data revealed that Training School Teachers' students were to some extent anxious with regard to different levels of their speaking anxiety. In addition, students were anxious to different situations and causes. Besides, learners used some strategies to cope with anxiety; this is through raising their self-esteem, organizing and preparing for their oral presentation, and using appropriately the visual aids. Finally, it could not be disapproved that the teacher has a great role in reducing students' communication apprehension, and encouraging them to speak and will wipe away their speaking fears to attain the objectives of competency based teaching. This study aims at demonstrating to what extent does anxiety affect learners' oral performance based on the results obtained from learners' questionnaire, some recommendations and suggestions might be proposed:

• Students should know the importance of the oral interaction in the teaching-learning process

• Students have to know that while engaging in communication in class they may face different obstacles such as feeling anxious which is a normal aspect while performing in front of others and anyone can experience it.

• Students should not be anxious while making mistakes and errors.

• In order to ameliorate students' oral performance, they should know how to control anxiety and be self-confident.

• Students have to practice the language in advance before the time of presenting their work so that they minimize their speaking anxiety

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Appendice: students' questionnaire

Students' Questionnaire

Dear students, we would like to ask you to help us by completing the questionnaire. Please, give your answers sincerely because the success of this study depends on your honesty in answering the questions. Finally, we would like to thank you in advance for your relief and cooperation. Please tick (/)the appropriate box and make full statement whenever necessary.

Section one: Background Information

1. Gender:

☐ Male

☐ Female

2. Age :

3. Baccalaureate stream:

☐ Literary Stream

☐ Scientific Stream

4. How often do you speak English in classroom?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

5. Which of these activities does your teacher present in the class to encourage you to speak?

☐ Group work

☐ Problem solving

☐ Discussion

☐ Oral presentation

☐ Other

6. When it comes to oral production, do you face any problem?

☐ Yes

☐ No

7. If yes, what kind of problems do you face?

☐ Inhibition

☐ Lack of self-confidence

☐ Anxiety

☐ Hesitation

☐ Short term memory

Section Three: Anxiety in the Learning Process

8. How often do you feel or felt stressed while communicating your ideas orally?

☐ Every class

☐ Often

☐ Not often

☐ Never

☐ Rarely

☐ Never

9.Do you agree that this anxiety negatively affects your participation and achievement?

☐ Agree

☐ Strongly agree

☐ Disagree

☐ Not sure