

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ART AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE RESEARCH**

THE INFLUENCE OF ANXIETY ON STUDENTS' ORAL EVALUATIONS  
IN THE READINGS AND CONVERSATION I COURSE  
AT THE FOREIGN LANGUAGES DEPARTMENT

**IN ORDER TO OBTAIN THE DEGREE OF:**

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

**PRESENTED BY:**

ANA RUTH MEJIA COREAS MC07053  
MARIELA MELISSA SANTAMARIA RIVAS SR07030

**ADVISOR:**

LIC. CECILIA DEL CARMEN REYES DE AMAYA

**MAIN CAMPUS, FEBRUARY 20<sup>TH</sup>, 2013**

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

**ING. MARIO ROBERTO NIETO LOVO**  
RECTOR

**MTRA. ANA MARIA GLOWER DE ALVARADO**  
ACADEMIC VICE RECTOR

**IN PROCESS TO BE ELECTED**  
ADMISTRATIVE VICE RECTOR

**DRA. ANA LETICIA ZA VALETA DE AMAYA**  
SECRETARY GENERAL

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCES

**LIC. JOSE RAYMUNDO CALDERON MORAN**  
DEAN

**MTRA. NORMA CECILIA BLANDON DE CASTRO**  
VICE-DEAN

**LIC. ALFONSO MEJÍA ROSALES**  
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT

**MTRO. JOSE RICARDO GAMERO ORTIZ**  
HEAD OF THE DEPARTMENT

**RICARDO GARAY SALINAS, M Ed.**  
GENERAL COORDINATOR OF  
THE DEGREE PROCESSES

**LIC. CECILIA DEL CARMEN REYES DE AMAYA**  
ADVISOR

## **ACKNOWLEDGEMENTS**

I wish to express my warmest gratitude to the following people, without help I would not have been able to complete this graduation work.

### **TO GOD**

To great and lovely God who always gives me wisdom and guide in the way of my career.

Thank you God.

### **TO MY PARENTS**

To my parents Miguel Mejía and Francisca de Mejía for their effort and support in my life.

### **TO MY SISTERS**

To my sisters Sara, Lillian and Norma for all their love and support.

### **TO MY THESIS PARTNER**

To my partner Mariela Melissa Santamaría Rivas for making this triumph together.

### **TO MY ADVISOR**

To my advisor Licda. Cecilia de Amaya for all her support and comprehension in the development of this work.

And to the rest of my family and friends that have been part of this success.

Ruth Mejía

## **ACKNOWLEDGEMENTS**

I would like to show my gratitude to the people that helped to make this thesis possible.

### **TO MY PARENTS**

Isabel Rivas and Gilberto Santamaría, for their support and encouragement showed throughout the course of the research project.

### **TO MY SISTER**

Tatiana Santamaría, for being of great assistance when most needed.

### **TO MY THESIS PARTNER**

Ana Ruth Mejia, for her great struggle to finish successfully this graduation project together.

### **TO THE STUDENTS AND TEACHERS OF THE READINGS AND CONVERSATION I COURSE**

For their readiness and time to help in this investigation when the instruments were administered to them.

### **TO OUR THESIS ADVISOR**

Lic. Cecilia Reyes de Amaya, for her guidance and advice throughout this research project. And to all the people involved, who I have not mentioned in detail that in one way or another helped to the achievement of this project.

Mariela Santamaría

## TABLE OF CONTENTS

	Page
<b>Abstract.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>2-3</b>
<b>Objectives.....</b>	<b>4</b>
<b>Statement of the Problem.....</b>	<b>5-6</b>
<b>Justification.....</b>	<b>7-8</b>
<b>Significance of the Study.....</b>	<b>9-10</b>
<b>Limitations.....</b>	<b>11</b>
<b>Literature Review.....</b>	<b>12-24</b>
<b>Methodological Framework.....</b>	<b>25-27</b>
<b>Data Analysis.....</b>	<b>28-54</b>
<b>Data Interpretation.....</b>	<b>55-59</b>
<b>Conclusions.....</b>	<b>60</b>
<b>Recommendations.....</b>	<b>61</b>
<b>Bibliography.....</b>	<b>62-65</b>
<b>Annexes.....</b>	<b>66-69</b>

## **ABSTRACT**

This study was designed in order to investigate how anxiety affects students' oral evaluations in the Readings and Conversation I course at the Foreign Languages Department of the University of El Salvador. A total of 99 students participated in the study as a sample to answer the survey administered to gather the data related to anxiety. This survey consisted in a 1 to 5 point scale, which was used by students to judge some statements related to anxiety. A total of 39 students were the sample for the second instrument applied, that is, the checklist. This was used to measure the levels of anxiety of students during their oral participations during a day-to-day class. This instrument was used in order to contrast the experiences of students when participating in oral activities during class, where they are not graded directly, with their performance during oral evaluations, when they are aware that they have a grade to get. These 39 students were interviewed as well, to obtain a direct account of their experience after the oral evaluation. The six teachers in charge of this course were interviewed as well, in order to gain some insight on how they see their students' oral performances when evaluating them. The teachers' responses were of great importance to highlight the problems they see when evaluating their highly stressed students, they notice how this affects their oral performance, and shared some strategies they implement to alleviate this situation.

## INTRODUCTION

Language learning can be a crucial tool to open the doors to better opportunities in the job market. EFL students face different kinds of challenges during their learning process. Affect in language learning involves various aspects of emotion, feeling, attitude of the learner (Park & Lee, 2005). This can influence in students' performance during their education process. Anxiety is one of the most common aspects that impact students' learning. Horwitz et al. (1986) associated anxiety with the subjective feeling of tension, apprehension, nervousness, and worry consisted of an arousal of the autonomic nervous system. Focusing on the speaking macro-skill, anxiety plays a great role in the practice of this important skill, since students sometimes feel reluctant or even afraid of using the language.

This study was conducted in order to look for the role anxiety has during students' oral evaluations in the Readings and Conversation I course at the Foreign Languages Department. Students were presented some instruments to measure the level of anxiety they experienced during their everyday oral activities, as well as during their oral evaluations. The measurement of anxiety during their class oral participation was taken into consideration in order to contrast it with the one during graded oral activities. A checklist was used for the classroom observations of the 15% of the students' population of every one of the six groups of the course. As for the measurement of anxiety regarding oral examinations, a survey with a scale for the anxiety was administered to the 50% of the students of every one of the six groups of Readings and Conversation I. These instruments shed some light on what students thought about their oral evaluation, and how they felt before, during, and after having taken it.

Besides those instruments for data gathering, a survey was designed for the same 15% of above-mentioned students, and for the six teachers of this subject. This helped to get acquainted with the students' opinions and comments about their experience after the oral evaluation. Teachers' accounts concerning this research were considered as well. Their insight about their student's management of anxiety was enlightening, since they are true witnesses of their students' behavior when they are evaluating their oral performance. According to Trifoni and Shahini (2011), students said that the teacher is the one who should play the most important role in reducing test anxiety. The students think that teachers should motivate them and provide more specific orientation concerning the material that will be tested. Therefore, teachers' opinions were greatly considered in this research, since they can give an account of the techniques they probably use to deal with their students' anxiety.

The relationship of anxiety with students' oral evaluations is crucial, given that students need to learn to control the situations that they deem to be the more problematic for them when developing any oral activity. They have to overcome any obstacle that impinges upon their improvement of oral performance; otherwise, they will not learn proper oral skills. In fact, it is often suggested that speaking is the most anxiety-provoking language skill in foreign language learning situation (Keramida, 2009). Therefore, students as well as teachers have to pay plenty of attention not to neglect the oral performance not only in graded oral activities, but in the day-to-day oral activities held during class, since they help as practice for the oral examinations and for learning this important skill properly.



## **OBJECTIVES**

### **General objective:**

- To detect how anxiety influences students' oral evaluations in the Readings and Conversation I course.

### **Specific objectives:**

- To determine the level of anxiety that students experience when they are evaluated in the different oral activities in and out the classroom.
- To identify the strategies students use to cope with anxiety in oral evaluations.
- To establish the difference between the level of anxiety students reach in in-class oral activities and non-evaluated oral evaluations.

## STATEMENT OF THE PROBLEM

During the last decades or so, English learning has become increasingly important in our society. Many jobs require some knowledge of a second language, chiefly English. Students of such language face many challenges during their learning process. One of them is to deal with the anxiety that they experience when performing oral activities. Speaking is one of the hardest skills of English learning, and, at the same time, one of the most important, since it is the means to communicate to one another directly, and involves using good vocabulary, pronunciation, intonation, grammar, and other characteristics to convey the message accurately and successfully. In order to reach all this, they find themselves under great pressure, which generates higher anxiety that sometimes overwhelms them, and it could even make them feel insecure and unwilling to participate in some oral activities during the class. These feelings of nervousness and insecurity increase whenever undertaking an evaluated oral activity.

This describes very well the feeling of many English students when practicing their oral skills. They deal with feelings of worry and uneasiness when speaking English, mainly in front of their classmates. Hence, they have to cope with it and look for strategies to overcome the anxiety that this generates. Some deal with it better than others. It is imperative to learn about language anxiety, since it can be a shortcoming during the whole learning process. However, if it is not controlled, it can create an environment of discomfort and reluctance within the course. Students could feel afraid of participating in the variety of oral activities inside the classroom, thus missing the opportunity of practicing this important macro-skill as they should. Some of them might not have the chance to

practice the language outside their classrooms and this can create a problem with their oral performance during oral tests and other graded oral activities as well.

## **RESEARCH QUESTIONS**

Some questions regarding the problematic situation are stated to guide the investigation:

1. To what extent do students experience anxiety in oral English activities?
2. Which oral activities make students more anxious?
3. What are the strategies, if any, students use to cope with anxiety for oral English activities?
4. What factors contribute to students' anxiety during their oral evaluations?

## JUSTIFICATION

The field of language learning has been a significant component in communication, since it is very important to be able to interact with people that speak different languages in order to enrich and exchange knowledge about different cultures and backgrounds worldwide. The language learning process has experienced positive changes. Some years ago, the teacher-centered approach was ubiquitous. Nowadays, learners have been taking the lead within the class, making them participate more, hence practicing their English more often than before. It is relevant to take into consideration that the learning and teaching process in foreign language classrooms demands students to be able to communicate in the second language, English in this case, in the best possible way; so that they can be clearly understood without any problem whatsoever by everybody, including even English native speakers.

When students reached the conclusion of having to be able to obtain all the aspects mentioned before in order to communicate successfully, there is no doubt that during their English learning process, there are some factors that can influence their oral performance. One of those factors is that students feel anxious at the moment of developing oral activities. If anxiety rises above a level they can handle, it represents an obstacle for students to perform oral activities well. Kang (2006) mentions a case study of a student who felt he wanted to speak only correct sentences, and his error avoidance made him feel bad about participating in English conversations, which neglected his English oral practice. Therefore, if students get anxious when they are evaluated, it will influence not only the effectiveness at speaking, but also in the grades. Gardner and Macintyre are the main representatives in the study of anxiety. They, cited by Arnold (1995), *define language*

*anxiety as fear or apprehension occurring when a learner is expected to perform in the second or foreign language.*

For that reason, the research on anxiety as a factor that influence in the students' oral evaluations is of great importance. During their learning process, every single student has its own feelings, and attitudes which work on their side or against them when they are evaluated in oral activities. Hence, it can be stated that the learning process of a foreign language and the students' affective side are related since they can represent positive or negative results, depending on how students manage their situations when using their English. Anxiety usually has a negative connotation, since, mainly when the levels of anxiety are high in a classroom, students feel reluctant of taking part of important conversations, or even of asking questions to the teacher of some important topic, and all these could affect their oral skills, which eventually would be seen in their oral tests results.

The importance of this research is to determine to what extent anxiety influences students' oral evaluations in the Readings and Conversation course I, at the Foreign Languages Department, of the University of El Salvador. Readings and Conversation I students will be the object of the study because there is a variety of oral activities in this particular course, which focuses on making students develop their communicative skills by means of group work, individual presentations, dramas, etc. and makes them develop oral proficiency, and show their level of confidence when practicing the language, not only in front of peers, but of their instructor, during oral evaluations.

## **SIGNIFICANCE OF THE STUDY**

This work intends to make an important contribution for teachers and students that are involved in the teaching and learning process at the University of El Salvador. This research may be of considerable interest to the faculty and learners from the Foreign Language Department since, in a way, they are aware that anxiety is a factor that almost always goes together with oral activities that, not only influence the oral performance, but also on students' attitudes and perceptions of oral evaluations. This investigation is also crucial with respect to the implication of some strategies that might help students to cope with the levels of anxiety in oral evaluations. Horwitz (2001) mentions some Turkish students that considered some strategies to cope with anxiety, including positive self-talk, getting the unpleasant task over with, deep breathing, etc. These strategies might be useful, and Foreign Languages Department's students could be aware of them.

Moreover, teachers could also obtain some insight as to why students get anxious when developing oral activities, mainly when they are graded, because as Horwitz (2001) says, the sources of what causes anxiety on students are not always clear. Less stressful learning environments could be envisioned when becoming aware of what usually makes their learners get stressed and reluctant to participate in oral activities, and therefore create an atmosphere to make students confident and willing to take part of the oral part of the lessons, leaving behind the distress and even fear of participating in oral activities. The limited exposure to the target language and lack of opportunities to practice speaking in such environments do not let the communicative abilities of L2/FL learners fully develop and result into embarrassment or stress for them when they are required to speak both in and out of the class (Tanveer, 2007). Hence, it is vital for teachers to arrange a comfortable

environment for students to participate in oral activities during classes, because some of them do not get enough practice of the language outside the class, and that could affect their performances during graded oral activities.

Galassi, Frierson, and Siegel (1984), indicated that students concern about their performance, time constraints and the environment where the oral test is taking place. If English teachers employ oral tests to assess students' oral abilities, they should let students become familiar with those test types in order to avoid test anxiety (Chuang, 1998). This could help them familiarize with the oral evaluation formats, so they do not feel nervous when the oral tests come, which is clearly of great importance when taking an oral evaluation, since that is when they show what they have learned throughout the course and where they get their score based on their oral performance, the strategies followed, and their previous practice in order to get a good grade and improve their oral skills.

## LIMITATIONS

There were some limitations that arose during this investigation that are worth noting. First of all, the time spent during the application of the instruments of data gathering, such as the interviews with the students and teachers and the surveys for the students. There were some difficulties in setting dates for interviews with some of the students, since their schedules varied depending on their free time from class to class. As for the interview with the teachers, some little problems were met, but they were all successfully interviewed, after asking them for an appointment with them any time they had some spare time for the brief interview regarding the investigation.

The sample of students interviewed was the 15% of every one of the six Readings and Conversation I classes. Fortunately, all of them could be interviewed; just facing the previously mentioned problems with their individual schedules, but the goal was reached, and the sample chosen was thoroughly covered. The sample for the survey was the 50% of every group out of the six groups of the course. This sample was completely covered as well, with the permission of their teachers to administer the instrument during their class. For the third instrument, that is, the classroom observation, there were some inconvenient events. In some of the classes the days of observation were less than of other classes, for various reasons; since the suspension of one class because of a teacher's illness, to even the suspension of another class due to a festival that was being held outside the building were the class was taking its course, the noise from the event caused the class to be postponed until the following week. This contributed to the unevenness of days for the observations.



## LITERATURE REVIEW

There have been focused more and more attention to the variations in language learning since some decades ago. Some variations can be attributed to cognitive and affective sides of learning. Accordingly, both cognitive and affective sides of language learning are considered in order to achieve successful learning. However, recent researches have been focused on cognitive aspects of learners.

Language learning involves different aspects of emotions, feelings, attitudes of the learner. Affective sides of language learners may be influenced by learners' language learning process positively or negatively. Thus, if the learning aspects are taken into account, it will lead to a more effective learning.

Language anxiety is a state of apprehension occurring in the process of a second/foreign language use owed to the user incompetence in communication with the language. It is a different complex of self-perceptions, beliefs, feelings and behaviours... arising from the individuality of the language learning process (Horwitz and Cope, 1994). The differences in foreign language learning situations and changes in essential causes for foreign language classroom anxiety require more research to examine students' anxiety levels, causes for and consequences of anxiety, and their relationship with language proficiency in various foreign language learning contexts.

A variety of studies on anxiety have reported different effects of anxiety on second or foreign language learning and performance (Aida, 1994; Philips, 1992; McIntyre & Gardner, 1989). In their several studies on this field, they have showed that there is a relationship between language anxiety and oral performance, reporting that the more

anxious learners are, the lower performance they display in oral performances. Besides, the anxious learners express their negative attitude toward oral tests. The results of the studies suggest that language anxiety can have an effect on learners' performance and on their attitudes towards language learning.

According to Nunan (1999), language anxiety is one of the most negative influential affective variables which avoid learners from successfully learning a foreign language. It makes students feel nervous and afraid, which contribute to have poor oral performance. When learners are not confident with themselves to perform well on oral evaluations, that aspect limits the learner's perspective toward the target language, creating a "mental block". The problem exists among ESL/EFL learners not only in the beginning levels, but also high advanced learners feel anxious while learning and particularly speaking English in some public situations, within and out of the classroom settings (Chastain 1976). Anxious learners may deal with the target language differently from one another, depending on their positive feeling.

Language anxiety integrates three related performance anxieties: (1) communication apprehension; (2) test anxiety; and (3) fear of negative evaluations.

### **1. Communication apprehension**

Communication apprehension refers to one's anxious feelings about communication. McCroskey (1978) defines communication apprehension as "an individual's level of fear or anxiety associated with real or anticipated communication with another person or persons" Communication apprehension has been one of the most studied individual differences in the

field of interpersonal communication, such as shyness characterized by fear of or anxiety about communicating with people. There are some clear aspects in which communication apprehension is shown in learners for example when they have difficulties to speak in pairs, groups in public or when listening to a spoken message.

It is reasonable to consider that communication apprehension is a causal agent in the student learning process. Academically, it has been researched that there is a significant difference between learners with low communication apprehension in comparison to those with high level of it. It is clear to explain this outcome by noting that communication apprehension typically elicits anxiety which leads to avoidance behaviors, cognitive deficits, and performance failures (Freimuth, 1986). That is, students who experience this in academic settings which require any form of oral communication will attempt to avoid the circumstances which involve communication such as meeting with peers or teachers to talk about the subject matter (McCroskey & Sheahan, 1988). This makes learners to comprehend and remember class content less effectively and perform poor oral communication tasks effectively because of the anxiety.

Usually communication apprehensive people may not appear apprehensive unless they are exposed to a communication in unfamiliar settings and people. Normally, people do not face communication apprehension in friendly and safe environment. It is believed that, friendly environment affirms positive and helpful reaction while communicating, so they feel comfortable in sharing information, in answering questions, and in giving speeches in friendly environment. Communication apprehension seems to be closely related to inherent nature and intelligence of an individual (Richmond, 1984; Friedman, 1980). It is an individual's level of fear or anxiety associated with either real or anticipated

communication with another person. It is reasonable to expect learners feel fearful when talking to unfamiliar people and settings as well.

### **1.1 Factors affecting communication apprehension**

One of the main factors that affect communication apprehension is hereditary. Human beings are born with certain innate characteristics that come from generation to generation. Horwitz (2001) considers this more difficult to deal with, since it is innate in the person. However, learners can be influenced by surrounding conditions in such a manner that the generic inheritance can be dominated. Some of the elements, which are taken into account, are for example: childhood nurturance, mannerism, unfamiliarity, dissimilarity, and the degree of attention from others (Philips, 1992). In this case, if a learner is introduced to a new situation the person may develop concerns and fears like how to deal with the situation, because there are some aspects that intervened to the factor.

On the other hand, the existing circumstance of the person is the next factor that affects communication apprehension. Formal situations rather than informal ones tend to be more restrictive with more rigid behavior rules, which may increase communication apprehension. This factor can result when a person is in a subordinate position because the person with the higher status defines the limits of acceptable behavior. When learners are involved among different circumstances or situations, such as evaluation and early background, including schooling and higher education, they often feel apprehensive with others who are like themselves. Sometimes, however, an individual will be more apprehensive with similar peers because they become more concerned with how they will

be evaluated by them and the feeling of being evaluated in any situation often leads to anxiety (Richmond, 1984; Friedman, 1980). When individuals feel involved in different circumstances the level of communication apprehension often rises.

## **1.2 Body symptoms**

Learners who suffer from communication apprehension display some evident symptoms. Butterfield (1988) states that a person with communication apprehension experiences some body symptoms like moist palms, fast heartbeats, and butterflies in the stomach. At times such symptoms are supposed to be normal, but some people have excessive activation that can lead to provoke nausea, loss of memory, numbness, blankness of mind at performing stage and shortness of breath. Some learners do not even know how to communicate effectively; because most of the time learners cannot deal with their emotions to do a good performance. If learners do not try to manage the situation and their skills are deficient, this leads to cause the apprehension.

## **2. Test anxiety**

Test anxiety refers to a type of performance anxiety stemming from a fear of failure (Sarason, 1980). It is the tendency to become alarmed about the consequences of not so good performance on a test or other evaluations (Sarason, 1984). Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test-anxious in foreign language class experience

difficulties since tests and quizzes are frequent that even the most prepared students often make errors. Oral tests have the possibility of provoking both test and oral communication anxieties simultaneously in some students.

According to the Anxiety Disorders Association of American, or ADAA, it is a problem that affects learners' performance. When someone's anxiety becomes so overwhelming in exams, their mental health interferes with their cognitive skill; in that case this person could have an anxiety disorder. Because anxiety is largely an emotional feeling, it can be sometimes difficult to measure (Roth Erica, 2007). This represents a problem in the learning process; though it is over hand. There are situations in which feeling nervous when taking exams is natural. According to a well-known researcher Horwitz (2000) "everyone feels anxious and stressed out at times", not only in the academic area it is applicable but also in everyday situations. This is a normal behavior that often goes hand-in-hand with a busy life.

## **2.1 Variables that cause test anxiety**

There are also some variables which should be considered to study test anxiety. A number of research studies have examined the affective reactions of students to different types of oral tests. (Horwitz and Young, 2001) recent researches have indicated that exist some variables that affect learners' reactions to the oral tests, including: poor motivation and procrastination, unfavorable testing environment, and pressure from peers, family and teachers. Those are considered the differences that affect learners' oral proficiency.

Poor motivation, procrastination and unfavorable testing environment are some of the main causes that learners may face with when taking a test. Performing an evaluated activity or an important test is not so easy mainly when the learners are not motivated to do a good job. The sense of being not confident with themselves provokes not to be aware what they have to do in their performance (Zeidner, 1998). On the other hand, a learner may face up with some uncomfortable testing environment that in a way causes low achievement, such as external or internal distractions, limited space, an overcrowded class, weather conditions, etc. Moreover, it can be added, that the task difficulty and the time can affect the level of anxiety felt by the students (Putwain & Best 2011). If both causes get together when taking an exam this leads the learners to increase their level on anxiety and as a consequence fail the test.

Another variable that causes test anxiety, as mentioned before, includes pressure from peers, family and teachers. When evaluations are in groups, there is pressure from peers in order to get good results since it tends to be a single grade for the whole group (Sarason & Sarason, 1990). Besides, parents are often perceived by many learners as a source of pressure, especially when they place a strong emphasis on obtaining high achievement scores on tests and assessments instead of on the effort made. Furthermore, in some cases, the teachers press the students in an attempt to get a better image of the class success; instead they create a more stressful environment. Researchers Putwain, Woods & Symes (2010), found that a low academic self-concept was associated with high worry and tension about their abilities to do well on a test. When there are learners under those pressures, it is not possible to overcome from all the stress and, as a result, learners fail the test.

## **2.2 Emotional and cognitive manifestations**

Test anxiety is divided in two: emotional and cognitive responses, that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation. To explain this, it is important to mention that during states of excitement or stress, the body releases adrenaline (Woods & Symes (2010). Adrenaline is known to cause physical symptoms that accompany test anxiety, such as increased heart rate, sweating, and rapid breathing. It is considered helpful when dealing with stressful situations, ensuring alertness and preparation. But for some people the symptoms are difficult or impossible to handle, making it impossible to focus on tests.

High levels of the emotionality dimension of test anxiety are typically evident through physiological responses experienced during evaluative situations. Some physiological manifestations include headache, sweating, dizziness, nausea, or feelings of panic and blanking out. Even though, the symptoms of test anxiety can range from moderate to severe "students who exhibit moderate symptoms are still able to perform relatively well on exams. Other students with severe anxiety will often experience panic attacks (Deffenbacher, 1980; Hembree, 1988; Morris, Davis, & Hutchings, 1981). Two conceptualizations of the emotionality factor of the test anxiety built upon research demonstrating that high levels of emotionality negatively influence learners to experience high levels of worry, which is the key performance predictor (Deffenbacher, 1980). Thus, high levels of emotionality were considered to be kindly for exams when learners keep up a high level of self-confidence regarding performance.

On the other side, the cognitive response is the next component of the test anxiety. Cognitive test anxiety is composed of individuals' cognitive reactions to evaluative



situations, or internal dialogue regarding evaluative situations; it may be before, during, and after evaluative tasks. Many learners tend to deal with high levels of cognitive test anxiety center such as comparing self-performance to peers, considering the consequences of failure, low levels of confidence in performance, excessive worry over evaluation, and feeling unprepared for tests (Deffenbacher, 1980; Depreeuw, 1984; Hembree, 1988; Morris et al., 1981). In an investigation of the types of worries most commonly entertained by students with test anxiety, 80% were moderately concerned about following confrontations with similar kind of tests, (Depreeuw, 1984). It is that, high or low test anxious students rest not only in the emotional factor, but also in their cognitive reactions to threatening evaluative situations.

Exam format and instructions in language testing are two factors related to test anxiety among learners. For example, a study by Mandelson (1973) aimed to clarify some dynamics of test anxiety in foreign language classroom. The author mentions that different test instructions affect the levels of test anxiety. Furthermore, the results of the study by Madsen and Murray (1984) indicate that students concerns went beyond the usual research interest in exam format to show that factors such as lack of familiarity with question types or perception of exam defects constitute important sources of stress. In contrast, Scott (1986) measured native Brazilian students' affective reactions to different test formats that evaluated proficiency in oral English as a foreign language. Different variables analysis of variances based on the results of a factor analysis displayed no significant difference among student reactions to the different test formats

Test anxiety is a persistent and intense fear that is experienced before or after situations of evaluation within the field of education, as witnessed in the following example of an ESL student:

### **Anecdote**

"I wake up in the morning and the first thing that comes to my mind is the consideration of the next week. I am getting nervous and feel butterflies in my stomach. I am sure that I am not prepared enough to face the worst. I get stuck, I have to study, but I feel that it is something difficult. My hands sweat a lot and it is hard to concentrate.

It is the same thing that happens to me at the time of the review, but just before it is even worse! So I am sure that I will fail it. I would rather not to go, so I will not feel disappointed as well as anyone else." This example is a representation of how anxiety influences peoples' skills in oral or written tests.

Test anxiety is experienced by people who feel threatened by evaluation, because tests frequently result in the assignment of a grade or score. That threat is more likely to be aroused when a test taker perceives that the evaluation of their performance is likely to be low. That perception arises because the student believes that his or her knowledge skill or ability is inadequate to perform successfully on the test (MacIntyre 1995 & Horwitz, 2000). Interestingly, because whatever level of anxiety is aroused in a student often reduces his/her test performance, the test taker's perception of the threat of evaluation turns out to be accurate, to a degree. That anxiety causes a poor evaluation, which confirms the students' perceptions regarding success which reinforces evaluation as a threatening event."

### **3. Fear of negative evaluations**

Fear of negative evaluations is defined as the apprehension about other's evaluations, avoidance of evaluative situation, and the expectation that others would evaluate one's negatively. It's broader in scope than the test anxiety because it may occur in any social, evaluative situation (Gregersen, 2000). In the language classroom, fear of negative evaluation is likely to be showed in a student's over concern with academic and personal evaluation of his or her performance and competence in the target language (MacIntyre & Garder, 1988). Although it is obvious that language learning can't occur without errors, errors can be the source of anxiety in some individuals because they draw attention to the difficulty of making positive social impressions when speaking a new language (Cohen & Norst, 1989). Learners who fear negative evaluation rarely start conversation and their interaction is minimally. Therefore, they tend to sit passively in the classroom, ignore activities that could increase their language skills, and may even avoid class entirely.

The feeling of apprehension that foreign language communicative contexts produce are often gotten together by fear of negative evaluation from others. In small class discussion, for instance, some of the learners might feel anxious of negative evaluation from other peers, possibly ending up being quiet and reluctant, opposing to the initial intention to participate (Cohen & Norst, 1989). There are at least two factors that influence fear of negative evaluations: error correction and poor performance. Thus, these psychological problems of foreign language learners round between both, tending to be quite universal phenomenon's in foreign language classroom settings.

### **3.1 Factors that influence fear of negative evaluation**

The first and well known factors that influence learners are the way how teachers or instructors correct them. According to Brandl (1987) learners' fear of being negatively evaluated in the classroom can be further intensified when the teachers believe that their primary role is to constantly correct students' errors more like a drill sergeants than that of a facilitator. Although many learners feel that some error correction is necessary (Koch and Terrell, 1991), the way in which it is done is often cited as potentially provoking anxiety in students.

As Young (1991) argues, thus, students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. In this sense, it is considered that the way how teachers correct their students makes a source of creating language anxiety in foreign learners.

Another factor which is worth to be taken into account in the foreign language learners is the poor performance in the area. This is attributed to their realistic expectations or beliefs on language learning and achievement and it can be exemplified as frustration or anger toward their own poor performance. According to Young (1991) pronunciation is the most important aspect of foreign language learning expressing great concern for speaking with an excellent accent over the content of their statements. Similarly, Horwitz (1988) has also indicated that thoughts of others were significantly correlated with being called on in the classroom, communication with teachers, peers and native speakers, fear of making mistakes, teachers' questions, not being prepared for the lesson, fear of forgetting vocabulary and sentence structure while speaking, negative attitudes towards courses and

fear of failing. It is clear that learners fear that others would notice their mistakes when performing is significantly correlated with the anxiety provoking factors.

Findings of previous studies indicate that there exists a significant correlation between foreign language anxiety and fear of negative evaluation, an issue that has attracted much attention in language learning research (Kitano, 2001). Also, Horwitz, (1986), claims that fear of negative evaluation is triggered by the teacher as a fluent speaker and classmates.

Language anxiety is one of the most negative influential affective variables, which prevents learners from successful oral evaluations. It makes language learners nervous and afraid, which may contribute to get poor oral performance. These learners express inability and sometimes acknowledge their failure in learning to speak a foreign language. Though, they can be good at learning other skills but, when it comes to speak another language, they claim to have “mental block” against it (Horwitz, 1986). Many theorists and language acquisition researchers have frequently demonstrated that these feelings of anxiety are naturally associated with learning and speaking a second/foreign language, which distinguishes them from learning other skills or subjects.

## **METHODOLOGICAL FRAMEWORK**

The type of study was descriptive, since descriptive studies search to specify important properties of people, groups, communities or any phenomenon that is submitted for analysis. Survey research type of investigation was implemented. This study was directed to determine possible factors such as anxiety that influence students' oral evaluations in the Reading and Conversation I Course at the Foreign Languages Department, by means of documentation review, since this study required different sources of evidence; in this case the review of books and academic articles, which supported the research topic.

### **Participants**

The population studied in this research was the students who were taking Readings and Conversation I class at the Foreign Languages Department, semester II-2012. The sample taken from all six classrooms for the survey was 99 students, 50% from every classroom. From these 99 students, 59 (60%) were female and 40 (40%) male respondents. Their ages ranged from 18 to more than 30 years old. There were 21(21%) students who were in the range from 15 to 20 years old, 65 (66%) from 21 to 25, 6 (6%) from 26 to 30, and 7 (7%) of more than 30 years of age. The working status of the participants was that 23 (23%) of them work and study at the same time, while 76 (77%) of them only study.

## **Instruments**

The survey was made in the style of the likert-scale, ranging from one to five (*1= extremely true, 2= highly true, 3= moderately true, 4= slightly true, 5= not true at all*). The respondents had to circle some statements contained in three major parts that were titled: Before oral evaluation, during oral evaluation, and after oral evaluation. The first part contained seven statements regarding the anxiety that it is usually experienced by students before taking an oral evaluation. The second part had eight statements related to anxiety during the oral evaluation and what students feel while taking it. The last part had nine statements which described the kind of anxiety felt after finishing the oral evaluation. This instrument was administered right after the students finished their mid-term oral examinations, during the weeks third and fourth of October 2012.

The classroom observations of the six groups of Readings and Conversation I took place from September 18<sup>th</sup> to October 30<sup>th</sup> 2012. During this, 15% of each group was observed once a week. Their oral participation during classes was taken into account, to make a comparison when participating deliberately, and during oral evaluations. A checklist was used to measure the students' level of anxiety during their participation in class. It contained eleven aspects describing students' oral performance. These aspects were measured with three different categories (*low anxiety= 1-2, moderate anxiety= 3, and high anxiety= 4-5*). The information obtained from this instrument helped to contrast students' performances when participating in a regular everyday class, and when they are performing in an oral evaluation.

For the interviews, the same 15% of students observed during their classes were taken into account. An interview guide was developed for them, with questions related to their experience during the mid-term oral evaluation recently taken. The questions ranged from their feelings about the class, their reactions when participating in oral activities, the comparison of free participation in class with graded oral activities, and the strategies they used in order to practice for their oral exams. The six teachers of the course were interviewed as well in order to get their own point of view with regards to their students' anxiety during their classes and oral evaluations. They were asked about anxiety and its positive and negative influence in their students' oral performance, and if they had strategies to control the anxiety their students experience when being graded by them in the oral evaluations.

The information gathered through the above-mentioned instruments, helped to learn more about students' perspectives related to the levels of anxiety they experience during their oral evaluations. Besides, the teacher's insight about their own students' anxiety was crucial to compare their opinions and see both points of view, to start the analysis of how anxiety really affects students' oral performances during their oral evaluations and what kind of strategies they might use in order to acquire control of their anxiety.

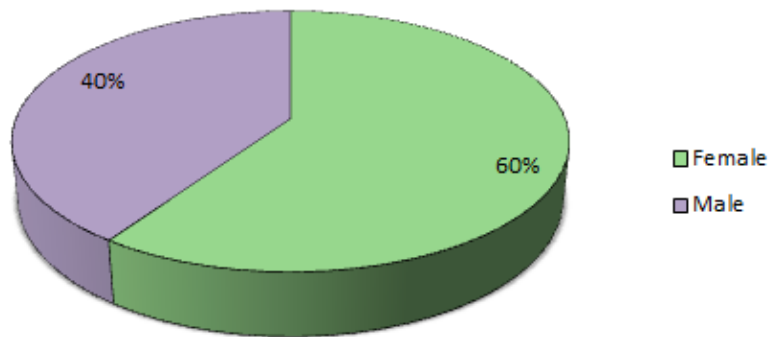


## DATA ANALYSIS

### Demographic information

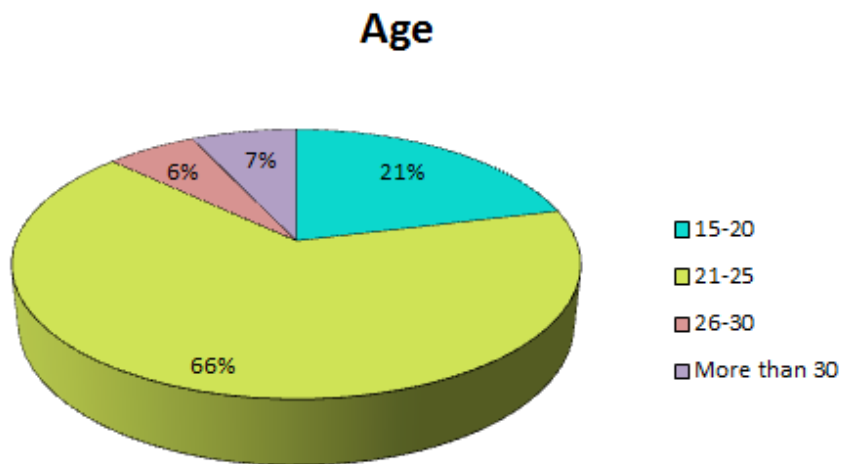
Gender	Frequency	Percentage
Female	59	60
Male	40	40
Total	99	100

### Gender



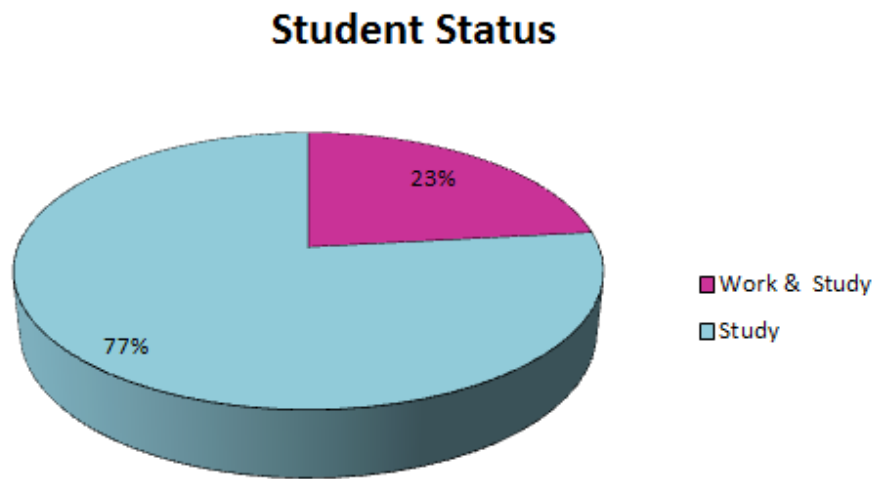
This chart shows the respondents' gender percentages. 60% of the students surveyed were female, and 40% male.

Age	Frequency	Percentage
15-20	21	21
21-25	65	66
26-30	6	6
More than 30	7	7
Total	99	100



This pie chart exposes the ages of the students surveyed. The majority's ages were from 21-25 years of age (66%). 21% were from 15-20 years old, 7% were more than 30 years old, and only 6% were from 15-20 years old.

Student Status	Frequency	Percentage
Work & Study	23	23
Study	76	77
Total	99	100



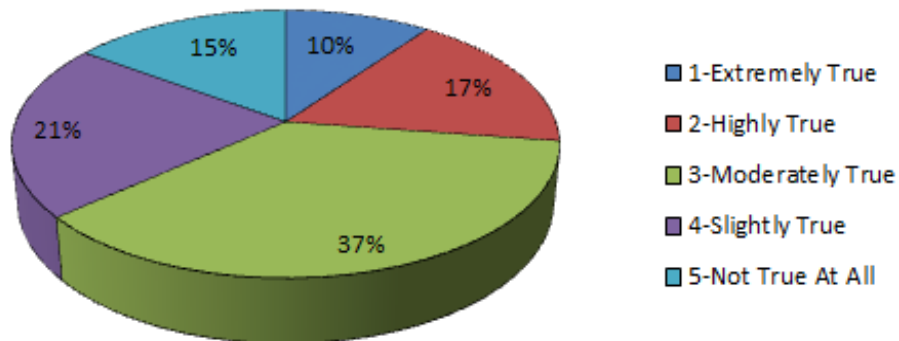
The highest percentage respondents were only studying (77%), whereas the 23% were working and studying at the same time.

## BEFORE ORAL EVALUATION

### Statement 1

Scale	Frequency	Percentage
1-Extremely True	10	10
2-Highly True	17	17
3-Moderately True	36	37
4-Slightly True	21	21
5-Not True At All	15	15
Total	99	100

**The closer the date of an oral evaluation, the harder it is for me to concentrate in the material to be studied.**

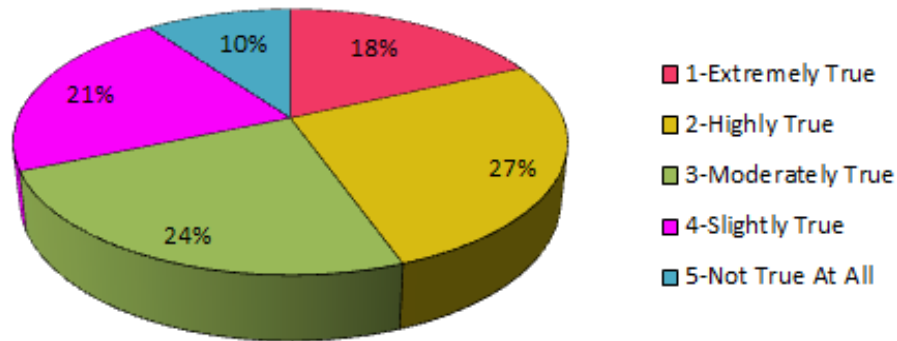


As can be observed in the graphic of statement 1, the majority of students (37%) picked the option 3 moderately true on the scale, which said it is harder for them to concentrate in the material to be studied when they are close to an oral evaluation. (21%) said that it is slightly true. While (17%) said it is highly true. (15%) said it is not true at all, which means it is not hard to concentrate in the material for an oral evaluation. And finally, a minority of students (10%) picked the option 1: extremely true, which indicates that a minor percentage of students are anxious to concentrate in the material to study before an oral evaluation.

**Statement 2**

Scale	Frequency	Percentage
1-Extremely True	18	18
2-Highly True	26	27
3-Moderately True	24	24
4-Slightly True	21	21
5-Not True At All	10	10
Total	99	100

**When I study and practice for oral evaluations, I worry about not remembering the information related to it.**

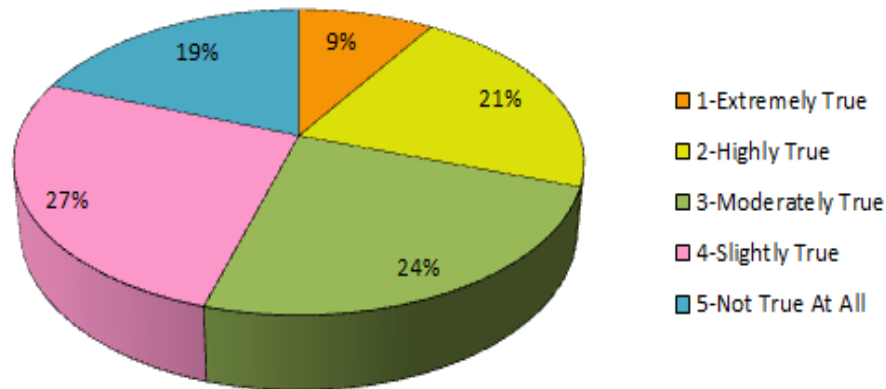


It is observed in the graphic of statement 2, the majority of students (27%) picked the option 2 highly true on the scale, which said they worry about not remembering the information to be studied when they are close to an oral evaluation. The following percentage (24%) said that it is moderate true. While (21%) said it is highly true. (18%) said it is extremely true, which indicates students feel very anxious to practice and study before an oral evaluation. And finally, a minority of students (10%) picked the option 5 not true at all, which indicates that a minor percentage of students do not worry about remembering the information to study before an oral evaluation.

### Statement 3

Scale	Frequency	Percentage
1-Extremely True	9	9
2-Highly True	21	21
3-Moderately True	24	24
4-Slightly True	26	27
5-Not True At All	19	19
Total	99	100

**I worry so much before an oral evaluation that I am very exhausted to do my best on the exam.**

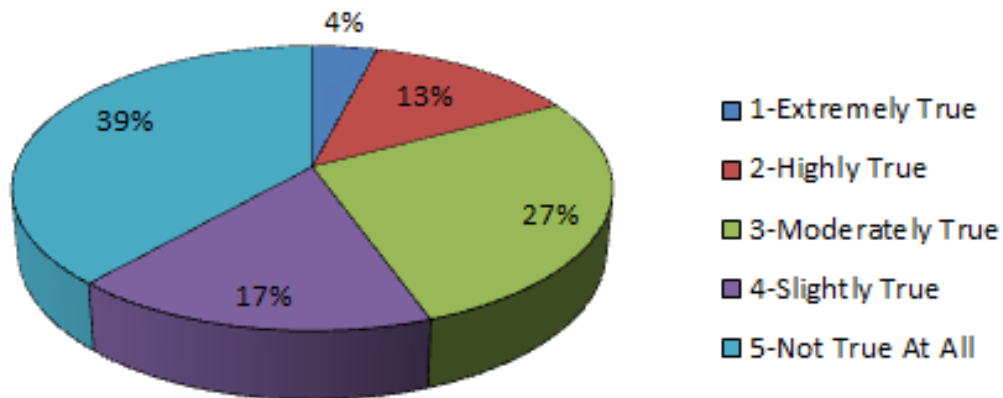


As can be observed in the graphic of statement 1, the majority of students (27%) picked the option 4 slightly true on the scale, which said they do not feel exhausted to do their best on the exam. (24%) of students picked the option moderately true. While (21%) said it is highly true. (19%) said it is not true at all, which means they do not feel worry to be exhausted to do their best on the exam. And finally, a minority of students (9%) picked the option 1 extremely true, which indicates that a minor percentage of students are so worry before an oral evaluation.

#### Statement 4

Scale	Frequency	Percentage
1-Extremely True	4	4
2-Highly True	13	13
3-Moderately True	27	27
4-Slightly True	17	17
5-Not True At All	38	39
Total	99	100

**The harder I work or study for an oral evaluation, the more confused I get.**

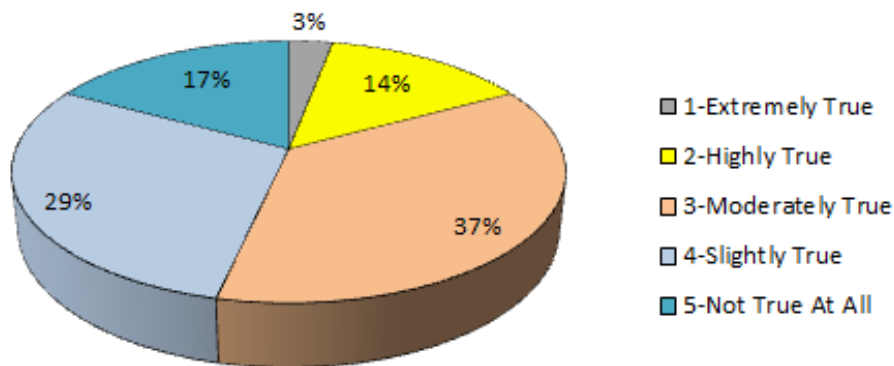


As can be observed in the graphic of statement 4, the majority of students (39%) picked the option 5 not true at all on the scale, which means students do not get confused when they study hard before an oral evaluation.. (27%) of students picked the option moderately true. While (17%) picked the option 4 highly true. (13%) said it is highly true, which means they get confused on the exam. And finally, a minority of students (4%) picked the option 1 extremely true, which indicates that a minor percentage of students get very confused when they have studied so hard before an oral evaluation.

### Statement 5

Scale	Frequency	Percentage
1-Extremely True	3	3
2-Highly True	14	14
3-Moderately True	36	37
4-Slightly True	29	29
5-Not True At all	17	17
Total	99	100

#### Thoughts of doing poorly interfere with my performance on oral evaluations.



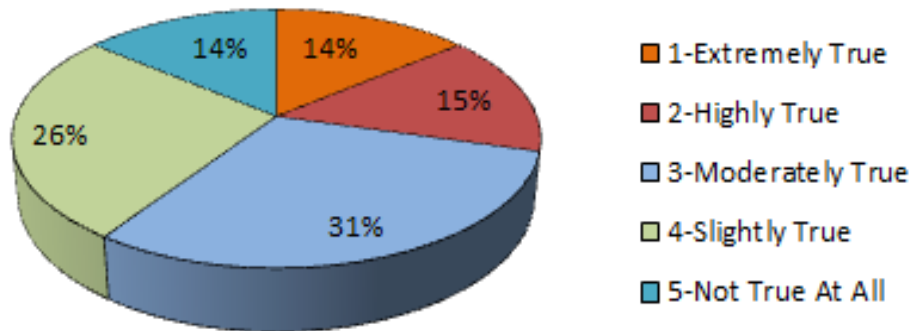
It is observed in the graphic of statement 5; the majority of students (37%) picked the option 3 moderately true on the scale, which means students are in an intermediate level of performance on oral evaluations. (29%) of students picked the option slightly true. While (17%) picked the option 5 not true at all. (14%) said it is highly true, which means they do not have thoughts of doing poorly interfere with their oral evaluations. And a minority of students (3%) picked the option 1 extremely true, which indicates that a minor percentage of students have thoughts of doing poorly interfere with their performance on oral evaluations.



### Statement 6

Scale	Frequency	Percentage
1-Extremely True	14	14
2-Highly True	15	15
3-Moderately True	30	31
4-Slightly True	26	26
5-Not True At All	14	14
Total	99	100

### I seldom feel the need for studying intensively before an oral evaluation

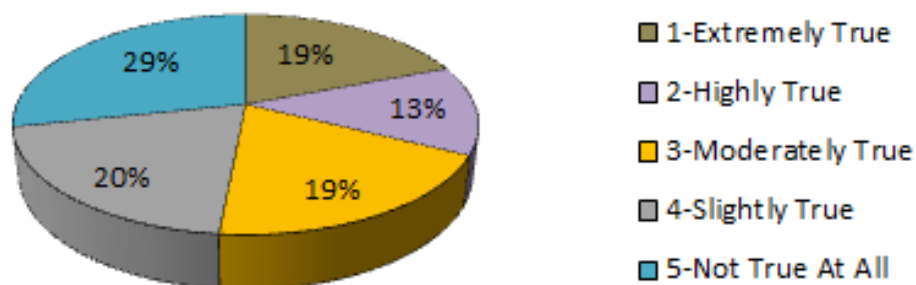


As can be observed in the graphic of statement 6, the majority of students (31%) picked the option 3 moderately true on the scale, that said they sometimes feel the need for studying intensively before an oral evaluation. following 26% of students said that it is slightly true. 15% of students picked the option 2 it is highly true, they seldom feel the need for studying intensively before an oral evaluation. Then, only a remarkable minority (14%) found great need for studying intensively before oral evaluations. And on the other hand, (14%) of students picked the option 5 not true at all. they do not feel the need for studying intensively before oral evaluations.

### Statement 7

Scale	Frequency	Percentage
1-Extremely true	19	19
2-Highly true	13	13
3-Moderately true	19	19
4-Slightly true	20	20
5-Not true at all	28	29
Total	99	100

**Before an important oral evaluation, one or many of these events happen: I do not enjoy eating, can not sleep well, my body shakes, my hands get cold or clammy.**



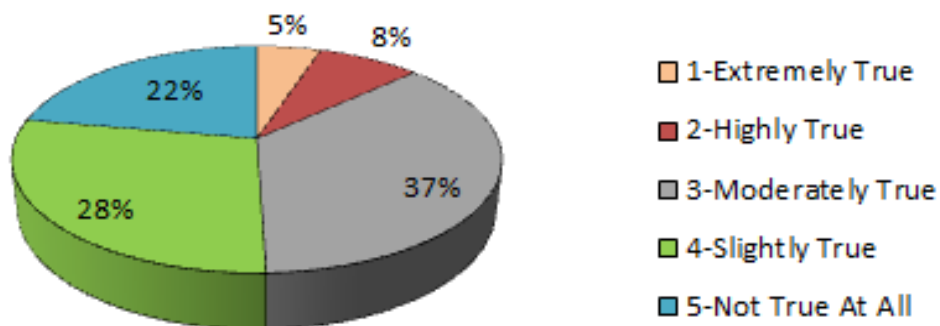
It is observed in the graphic of statement 7, the majority of students (29%) picked the option 5 not true at all on the scale, that said they do not experience some of the most common symptoms before an oral evaluation. Following 20% of students said that it is slightly true. On the other side there is 19% of students picked the option 1 which is extremely true, before oral evaluations they do experience those symptoms. Another 19% picked the option 3 moderately true which indicates that they are in an intermediate position. Then, only a remarkable minority (13%) of students picked the option 2 highly true they experience those body symptoms before important oral evaluations.

## DURING ORAL EVALUATION

### Statement 1

Scale	Frequency	Percentage
1-Extremely True	5	5
2-Highly True	8	8
3-Moderately True	36	37
4-Slightly True	28	28
5-Not True At All	22	22
Total	99	100

**I lose focus on important oral evaluations and I cannot remember what I studied and practiced about it.**

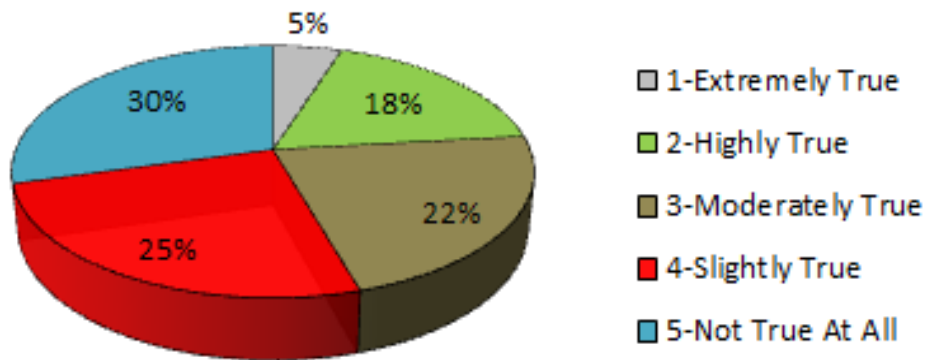


As can be observed in the graphic of statement 1, the majority of students (37%) picked the option 3 moderately true on the scale, which means students are located in an intermediate position, during oral evaluations they can remember what they have studied. (28%) of students picked the option 4 slightly true. While (22%) picked the option 5 not true at all, which means they do not have problems to remember what they have studied. (8%) said it is highly true, which means they lose focus on oral evaluations and cannot remember what they have studied. And finally, a minority of students (5%) picked the option 1 extremely true, which indicates that a minor percentage of students cannot remember what they studied and practice about it.

## Statement 2

Scale	Frequency	Percentage
1-Extremely true	5	5
2-Highly true	18	18
3-Moderately true	22	22
4-Slightly true	25	25
5-Not true at all	29	30
Total	99	100

**During the evaluation, I find myself thinking on how much better prepared the other students are than I am.**

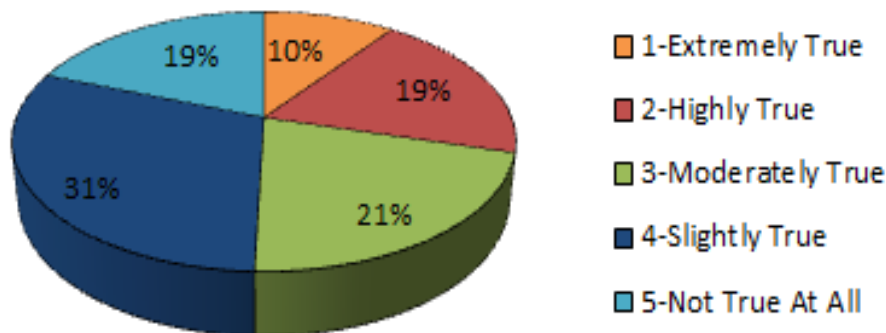


It is observed in the graphic of statement 2, the majority of students (30%) picked the option 5 not true at all on the scale, that said they do not think how much prepared the other students are than they are. Following 25% of students said that it is slightly true. 19% picked the option 3 moderately true, which indicates that those students are in an intermediate position. While, 18% of students picked the option 2 highly true. Then, only a remarkable minority of students (5%) picked the option 1 which is extremely true, during oral evaluations they do experiment inferior thinking.

### Statement 3

Scale	Frequency	Percentage
1-Extremely true	10	10
2-Highly true	19	19
3-Moderately true	21	21
4-Slightly true	30	31
5-Not true at all	19	19
Total	99	100

### **During the oral evaluation, I find myself thinking on the consequences of failing.**

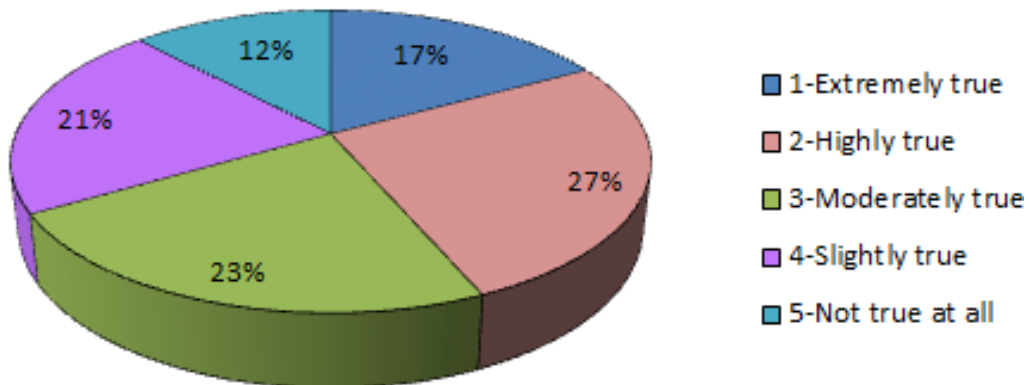


The graphic of statement 3 presents the different percentages related to the statement which said if during oral evaluations, students think on the consequences of failing. The majority of students (31%) picked the option 4 slightly true on the scale, following (21%) of students picked the option 3 moderately true, which means students are located in an intermediate position to think on the consequences of failing. On the other side, there is 19% of students picked the option 2 which is highly true. Another 19% picked the option 5 not true at all, which indicates that they do not think of the consequences of failing during oral evaluations. While the minority of students (10%) picked the option 1 extremely true, which indicates these students do think on the consequences of failing during oral evaluations.

#### Statement 4

Scale	Frequency	Percentage
1-Extremely true	17	17
2-Highly true	26	27
3-Moderately true	23	23
4-Slightly true	21	21
5-Not true at all	12	12
Total	99	100

**Some of these symptoms appear: I sweat a lot; my heart beats very rapidly, I stammer, my voice gets shaky, my hands shake, etc.**

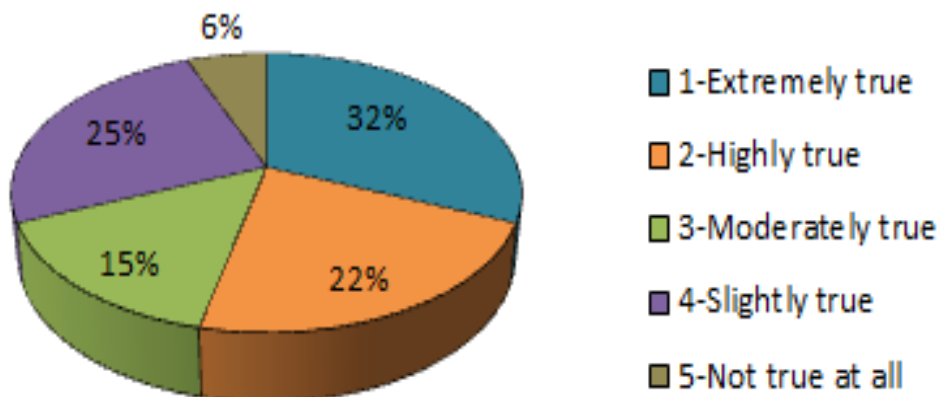


It is observed in the graphic of statement 4, the majority of students (27%) picked the option 2 highly true on the scale, that said students experiment s some of the most common symptoms during an oral evaluation. following 23% of students picked the option 3 moderately true which indicates that they are in an intermediate position. 21% said that it is slightly true. While 17% of students picked the option 1 which is extremely true, during oral evaluations they do experiment those symptoms. Then, only a minority (12%) of students picked the option 5 not true at all which means this percentage of students do not experiment those body symptoms during oral evaluations.

### Statement 5

Scale	Frequency	Percentage
1-Extremely true	31	32
2-Highly true	22	22
3-Moderately true	15	15
4-Slightly true	25	25
5-Not true at all	6	6
Total	99	100

**I think I could do better on oral tests if I did not have the pressure of time limits.**

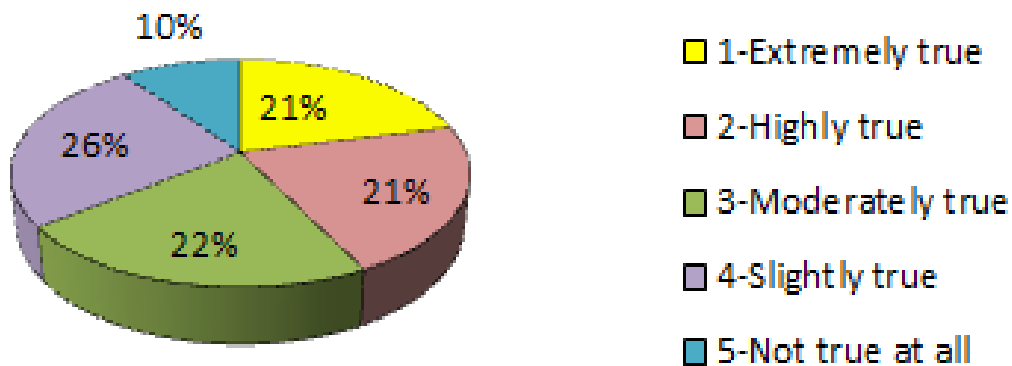


The graphic of statement 5 presents the different percentages related to the statement which said if during oral evaluations, students could do better if they do not have pressure of time limits. The majority of students (32%) picked the option 1, which indicates students think they if they would not have pressure of time, they could do it better. following (25%) of students picked the option 3 slightly true. On the other side, there is 22% of students picked the option 2 which is highly true. Another 15% picked the option 3 moderately true. While a remarkable minority of students (6%) picked the option 5 which indicate that they do not think time pressure interfere in their oral evaluations.

### Statement 6

Scale	Frequency	Percentage
1-Extremely true	21	21
2-Highly true	21	21
3-Moderately true	22	22
4-Slightly true	25	26
5-Not true at all	10	10
Total	99	100

**Even when I am well prepared for an oral evaluation, I feel very uneasy and nervous about it.**



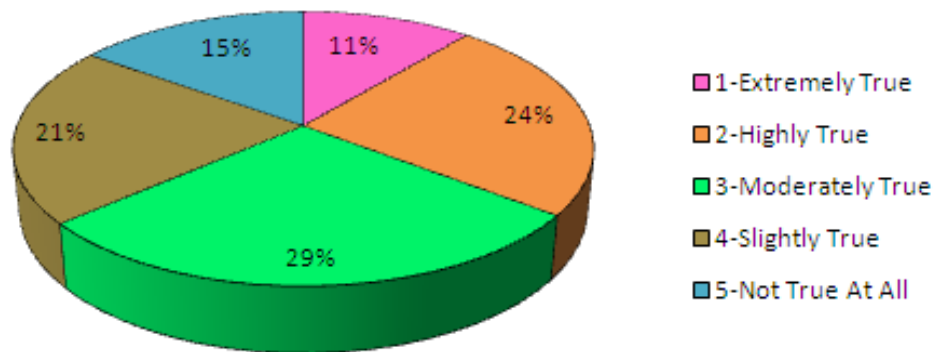
As can be observed in the graphic of statement 6, the majority of students (26%) picked the option 3 slightly true on the scale, which means students do not feel very uneasy and nervous during the oral evaluations. On the other hand, (21%) of students picked the option 1 extremely true and 2 highly true, indicating that these two percentages are related to students who feel very nervous and uneasy, even when they have studied so hard. And finally, a minority of students (10%) picked the option 5 not true at all, which indicates that a minor percentage of students do not feel nervous and uneasy during oral evaluations.



### Statement 7

Scale	Frequency	Percentage
1-Extremely True	11	11
2-Highly True	24	24
3-Moderately True	28	29
4-Slightly True	21	21
5-Not True At All	15	15
Total	99	100

**I usually feel my whole body rigid and tense when I am asked the first question during oral evaluations.**

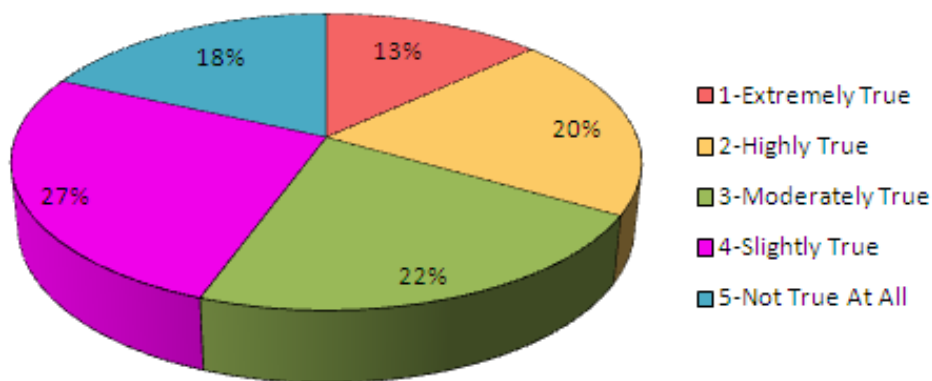


This pie chart shows that the majority (29%) found it moderately true that they felt tensed when being asked the first question during oral evaluations. 24% found it highly true, 21% slightly true, while 15% said it was not true at all that they felt their body rigid and tense when they were asked the very first question during their oral exam. The minority (11%) considered it extremely true that they felt tension during the first question in the oral exam. So, the consensus in this chart is of a moderate tone, with just a tiny minority showing an extreme tension during the first question in their oral exam.

### Statement 8

Scale	Frequency	Percentage
1-Extremely True	13	13
2-Highly True	20	20
3-Moderately True	22	22
4-Slightly True	26	27
5-Not True At All	18	18
Total	99	100

**My mind often goes blank when I feel my teacher or audience do not understand what I am trying to say.**



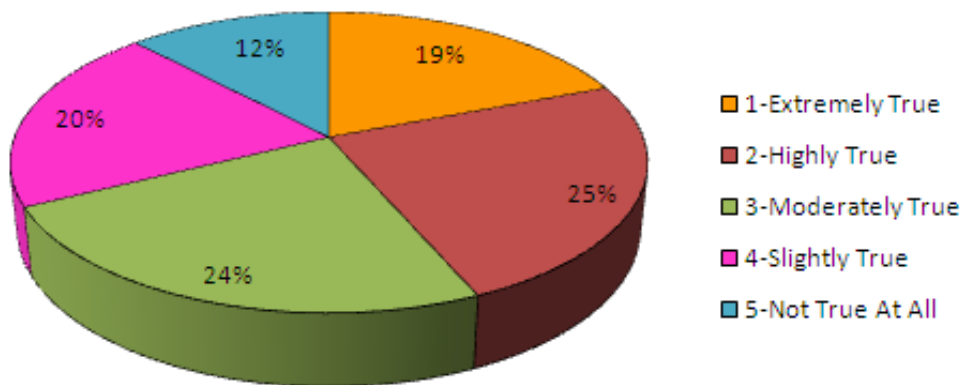
The large part of the respondents (27%) thought that it was slightly true that their mind goes blank they feel their teacher or audience do not understand what they are saying. 22% chose the moderately true option, 20% said it was highly true that it happened to them. 18% did not find it true at all, and the minority (13%) considered extremely true that their mind goes blank when the audience do not understand them during their oral evaluations.

## AFTER ORAL EVALUATION

### Statement 1

Scale	Frequency	Percentage
1-Extremely True	19	19
2-Highly True	24	25
3-Moderately True	24	24
4-Slightly True	20	20
5-Not True At All	12	12
Total	99	100

**I finally remember the answers to questions asked during the oral evaluations when it is over.**

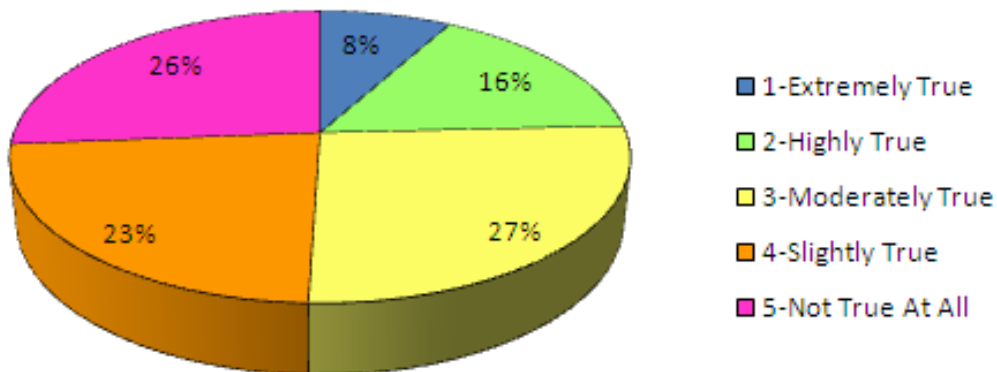


Most of the students (25%) found it highly true that they remember the answers of questions asked during their oral examinations when it is over. 24% thought it was moderately true. 20% said it was slightly true, 19% extremely true, and a few of them (12%) said it was not true at all. The percentages here were distributed in a sort of even manner between the options highly true (25%) and moderately true (24%), they had a difference of just 1%. Therefore, this was a predominance of the highly true option, but veering towards the moderate stance about remembering answers of the questions of an oral exam.

## Statement 2

Scale	Frequency	Percentage
1-Extremely True	8	8
2-Highly True	16	16
3-Moderately True	26	27
4-Slightly True	23	23
5-Not True At All	26	26
Total	99	100

**Getting good grades in an oral evaluation does not seem to increase my confidence in the second.**

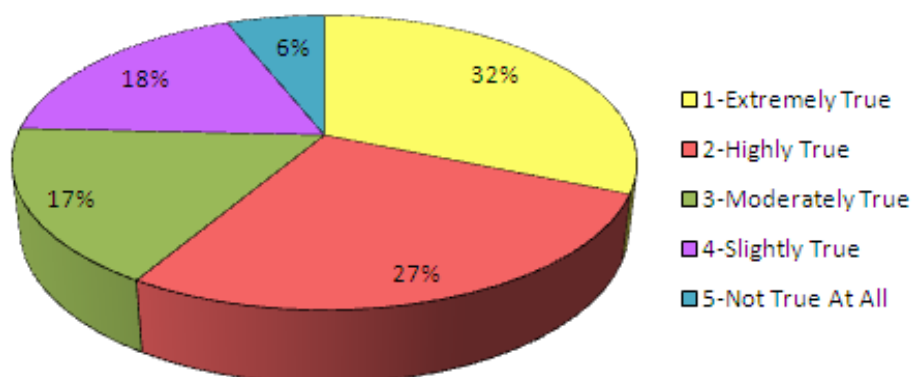


The 27% of students said that it was slightly true that getting a good grade in an oral evaluation does not seem to increase their confidence for the following one, followed closely by the 26% that chose the option of “not true at all.” 23% found it slightly true, 16% highly true, and only 8% chose the highest scale of extremely true. Here, the distribution seems very even between the “moderate” and “not true” options. The large number of respondents went for the “moderate” position, then turning a little bit for the “not true at all” option.

### Statement 3

Scale	Frequency	Percentage
1-Extremely True	31	31
2-Highly True	27	27
3-Moderately True	17	17
4-Slightly True	18	18
5-Not True At All	6	6
Total	99	100

**After the evaluation, I feel I could have done better than I actually did.**

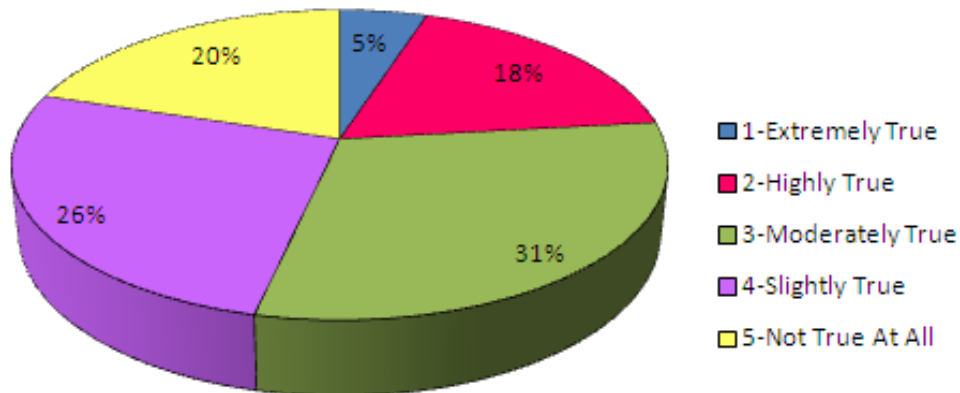


This graph shows that 32% of the students surveyed thought it was extremely true that they felt they could have done a better job for the oral evaluation, followed by the 27% of them that said it was highly true. 18 % chose the slightly true option and a very close percentage (17%) the moderate position. The minority, only 6% of them said it was not true that they had second thought about their performance after having taken the oral examination. The majority felt some remorse after the exam, because the two highest options of the scale (extremely true and highly true) are the ones with the most percentage.

#### Statement 4

Scale	Frequency	Percentage
1-Extremely True	5	5
2-Highly True	18	18
3-Moderately True	30	31
4-Slightly True	26	26
5-Not True At All	20	20
Total	99	100

**I usually get a bit depressed or disappointed after the oral evaluation.**

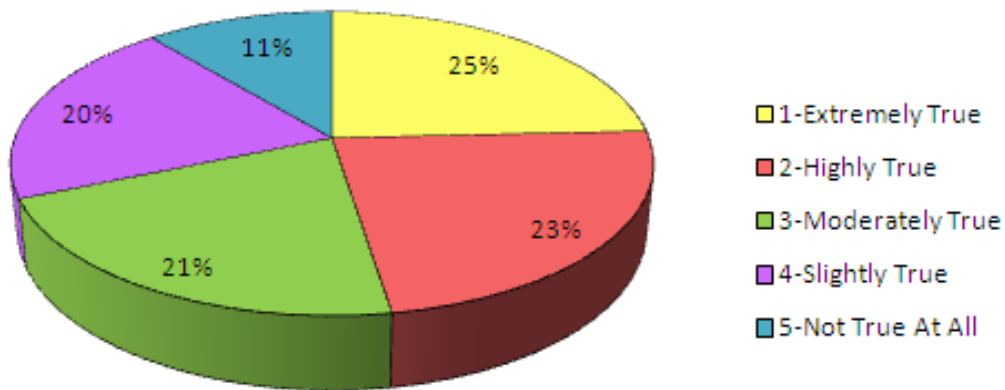


As it can be observed in this graph, the majority (31%) opined that it was moderately true that they get depressed or disappointed after the oral exam. 26% said slightly true, 20% said it was not true at all, and a tiny minority of 5% chose the “extremely true” option of the scale. Therefore, the predominance here demonstrates that the respondents in general took a moderate position regarding this statement about the depression or disappointment felt after the graded oral activity, and very few felt disappointment after the evaluation.

### Statement 5

Scale	Frequency	Percentage
1-Extremely True	24	25
2-Highly True	23	23
3-Moderately True	21	21
4-Slightly True	20	20
5-Not True At All	11	11
Total	99	100

**I always check my notes after the evaluation in order to have an idea on how well I did.**

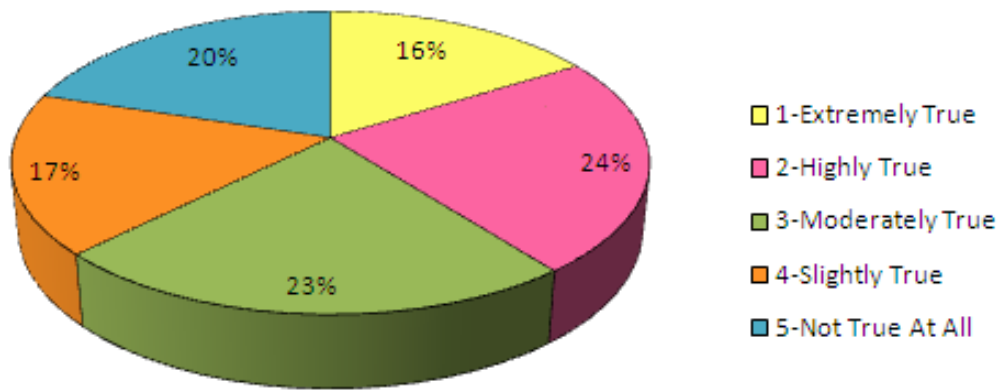


This graph shows that a substantial majority of 25% selected the “extremely true” option related to checking their notes after the oral evaluation so that they can judge how well they performed. A very close percentage of 23% said it was highly true, 21% moderately true, 20% said it was slightly true, and the minority of 11% considered it to be not true at all. Hence, the dominant aspect here is that most of the respondents considered it important to check their notes to learn how well they did in the oral exam, as a confirmation of their performance.

### Statement 6

Scale	Frequency	Percentage
1-Extremely True	16	16
2-Highly True	23	24
3-Moderately True	23	23
4-Slightly True	17	17
5-Not True At All	20	20
Total	99	100

**After the evaluation, I tend to compare my performance with my classmates' performances.**



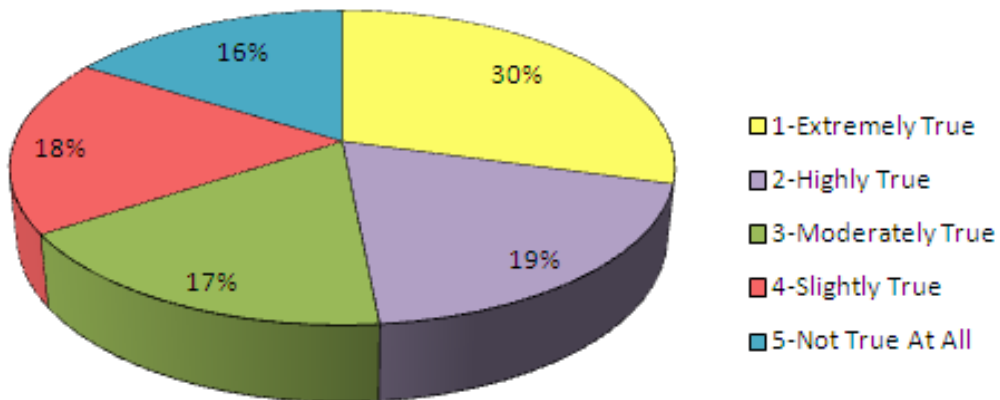
This pie chart illustrates the percentage regarding the students' attitude of comparing their own performance with their classmates' performances after an oral exam. 24% considered it highly true that they would do it, while a close percentage of 23% said it was moderately true that they tend to compare them with their peers. 20% thought it was not true at all, 17% deemed it slightly true, and the minority (16%), regarded it as extremely true. So, the comparison of performances among the students is prevalent after the oral evaluations.



### Statement 7

Scale	Frequency	Percentages
1-Extremely True	29	30
2-Highly True	19	19
3-Moderately True	17	17
4-Slightly True	18	18
5-Not True At All	16	16
Total	99	100

**If I get a bad grade, it was because I did not study and practice enough, and not because of my nervousness.**

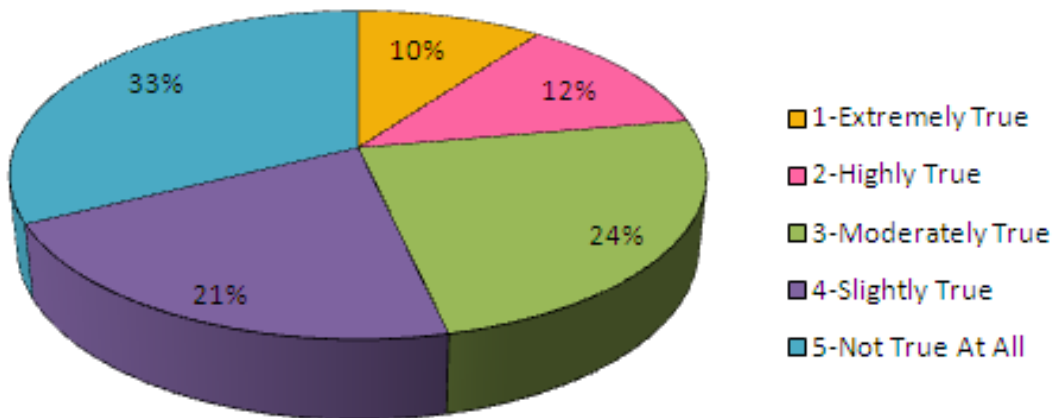


This chart demonstrates that a great majority of 30% deemed it extremely true that if they get a bad grade it was as a consequence of not studying enough, and not because of nervousness. 19% saw it as highly true, 18% said it was slightly true, 17% judged it moderately true, while the minority of 16% thought it was not true. The clear dominant view here was that the lack of practice was seen as a major factor in failure, rather than mere nervousness.

**Statement 8**

Scale	Frequency	Percentages
1-Extremely True	10	10
2-Highly True	12	12
3-Moderately True	24	24
4-Slightly True	21	21
5-Not True At All	32	33
Total	99	100

**After the oral evaluation, I am frequently so tense that my stomach gets upset.**

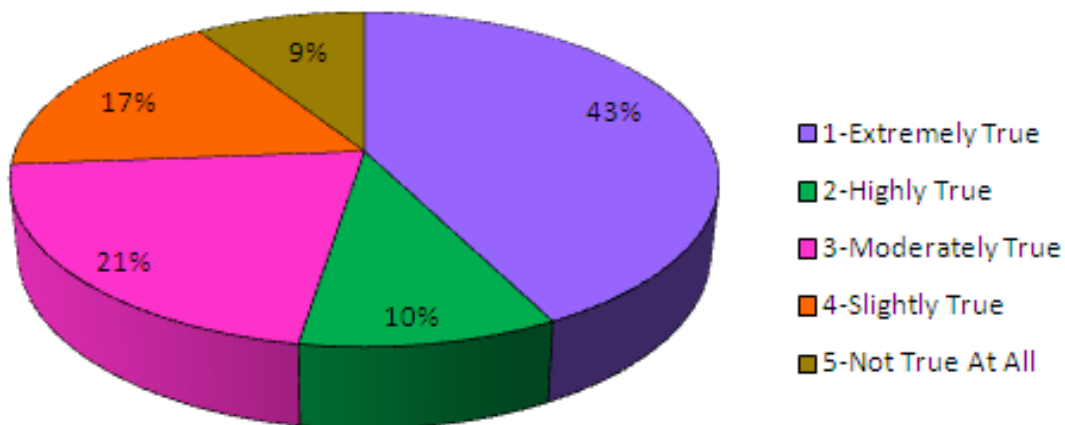


This graph shows that the greater part of the respondents (33%) thought it was not true whatsoever that they get so tense to the extent of getting their stomach upset as consequence. 24% thought it was moderately true, 21% slightly true, 12% said it was highly true, and the minority of 10% chose the “extremely true” option. So, the physical disturbance of getting an upsetting feeling in the stomach was not that prevalent, since the great majority of students did not report it as true at all.

### Statement 9

Scale	Frequency	Percentages
1-Extremely True	42	43
2-Highly True	10	10
3-Moderately True	21	21
4-Slightly True	17	17
5-Not True At All	9	9
Total	99	100

**After finishing my oral performance, I feel impatient of knowing what grade I got.**



As it can be observed here, the highly remarkable majority (43%) of respondents showed that they get really impatient of knowing what grade they had in their evaluation. 21% took a moderate position, 17% said it was slightly true that they felt keen of knowing their grade, 10% felt it was highly true, and a minority of 9% said they did not feel that impatient. The consensus is that students are very curious of knowing their grade after the oral evaluation.

## DATA INTERPRETATION

At the beginning of this study, some research questions were formulated. They were related to the role of anxiety on students' oral evaluations in the Readings and Conversation I course at the Foreign Languages Department. These questions were answered based on the data collected and analyzed. The responses were presented as follows:

### 1. To what extent do students experience anxiety in oral English activities?

As evidenced in the results obtained via the instruments, students experienced anxiety to a very significant extent, since many of the graphs obtained moderate answers regarding the different anxiety-related statements presented to the students. The survey administered to students of the Readings and Conversation I course was divided in three stages: before, during and after an oral evaluation, in order to measure the students' level of anxiety in each stage.

In the classroom, fear of negative evaluation is likely to be manifested in students' over concern with academic and personal evaluation of their performance and competence in the target language (MacIntyre & Gardner, 1988). People who fear negative evaluation rarely initiate conversation and interact minimally. During the classroom observations, some students from different groups were witnessed trying to simulate they were writing or reading something, in order not to participate during class discussions or any other communicative activities. Moreover, based on some statements from the survey this claim is illustrated, for instance: in graph 5 “*before oral evaluations*” 37% of the students picked the option *moderately true* that said that thoughts of doing poorly interfere their oral performance; while 29% selected the option *slightly true*.

On the other hand, in the section “*during oral evaluations*” graph 3, 31% of students thought about the consequences of failing during the exam choosing the option *slightly true*, followed by 21% of them picked the option *moderately true*. This means fear of negative evaluation influences students in a moderate percentage.

Class participation is another point to get into consideration. Students also show a lack of participation in class with a strong rejection to oral learning tasks. Among the possible causes of this reticence, it is the fact that they do not want to be mocked in class, Robles (2005). Other reasons given by the students during the interviews done for this research are that they do not participate because they think their peers are not interested on what they have to say, or they are afraid of the whispering while they participate, because that makes them think that other students are looking down on them and their oral skills. Nevertheless, during the class observations, some students were perceived as having low anxiety in their oral performance, and when they were interviewed, they stated that they loved participating during class discussions, because that really helped them improve their oral skills, in spite of what the rest of the class thought about them.

## **2. Which oral activities make students more anxious?**

Based on the classroom observations of the six groups of Readings and Conversation I that took place from September 18<sup>th</sup> to October 30<sup>th</sup> 2012, students were clearly more uneasy during graded activities than when participating in an everyday class. There were two main graded activities during the course: the dramas and the canned book report. The former was in groups, the latter was an individual presentation. In some of the courses the canned book report presentation was done in front of the whole class, in the other groups just in front of

the teacher. As Trifoni & Shahini (2011) state, anxiety is considered to be a common educational problem, referring to a situation when students do not feel confident about their abilities, which is reflected especially in their performance and tests results.

Koch & Terrell (1991) argued that more than half of their subjects reported oral skits and oral presentations in front of the class as the most anxiety-producing activities. This was reflected in this study as well during the classroom observations and the interviews with the students and teachers. When students were coerced to state an opinion about a topic discussed in class in front of their classmates, they showed some signs of unwillingness or seemed more nervous than when speaking with their classmates in group discussions, with the teacher being merely a monitor of their speaking activities.

### **3. What are the strategies, if any, students use to cope with anxiety for oral English activities?**

Mealey & Host (1992) mentioned that sometimes students do not have adequate study and test-preparation strategies, realize that deficiency, know they are not well prepared for testing situations and are worried. Due to this problem, students shared some of the strategies that they usually use when an oral examination is close. Some students agreed that they try not to focus just on the teacher, but on all the people in the classroom, while others strangely said the opposite, they rather ignore all the audience, and look instead to the wall or the roof in order to avoid eye contact. Other students' opinions are showed through the interviews that said they try to memorize everything they will explain in the oral evaluation; others try to breathe slowly ten times before the activity and as they stated those strategies work effectively.

Stephenson (2006) mentions in his study some learning strategies that employed most often were “paying attention to L2 speakers,” “look for similar words in L1,” and “use synonyms.” Some of the students interviewed for this study mentioned some similar strategies, for example, looking for difficult words that might be used for the oral presentations, and try to look for online videos of native speakers for practice, and writing the key words in cards so they do not forget about them for their speaking activities.

#### **4. What factors contribute to students’ anxiety during their oral evaluations?**

Time is a factor constantly highlighted by students. The awareness that they have limited time to perform an oral activity which will be evaluated made them get anxious. According to Ohata (2005), learners sometimes feel pressured to think that they have to organize their ideas in a short period of time. This was noticed in this study when interviewing some sample of students after their mid-term oral examination, as well as in the survey. The pie chart number 5 in the “*during oral evaluation*” section displays that 32% chose the *extremely true* option of the five-point scale, extremely true being number 1, followed by 22% *highly true*, second in the five-point scale. Hence, the greatest part of students considered that time limit interferes in how well they do in their oral performance.

Their emotions interfered as well, as shown particularly by their physical reactions during the oral exams, which were mentioned in the survey, e.g.: sweating, stammering, rapid heartbeats, etc. In the data gathered in this investigation, before the oral evaluation, students said they experienced very little physical symptoms, or at least, not in a great way, 29% said that it was *not true at all* that they manifest those physical signs, and only 20% said it was *slightly true* that they experienced them.

This means that, according to the charts, the majority of students claimed not having too many physical manifestations of anxiety before the oral evaluations.

Morris and Liebert study (1970) found that the factor of worry had a stronger negative relationship with performance outcomes than emotionality, in a group of high school students. This suggests that it is the cognitions or thoughts about the evaluative situation that will have the greatest impact upon performance under such conditions. The habitual, irrelevant, negative thoughts that some students have during a testing situation (Mealey & Host, 1992), contributed to increase anxiety too. In the pie chart number 2 of the section “*before oral evaluation*”, the data shows that 27% of students considered it *highly true* that when they are studying for their oral evaluation, they worry about not remembering the information when being in front of their audience, followed by 24% that judged that statement as *moderately true*.

Not enough preparation for the oral evaluation was mentioned as well as a factor that contributed to anxiety during their performance. Naveh-Benjamin et al. (1987) found that when compared with less anxious students, high test-anxious students have difficulties in organizing material to be learned. The graph number 7 on the section “*After oral evaluation*” illustrates that 30% of learners thought it was *extremely true* that if they got a bad grade, it was because of the lack of proper practice, and not because of their nervousness, followed by 19% who considered it *highly true*. So, the majority of students agreed that the lack of proper practice for the exam was correlated with their bad grades.



## CONCLUSIONS

Anxiety has a great role to play in students' oral performance during their evaluations. They usually get some level of anxiety that inhibits them to participate during regular oral activities during classes, and this can affect their oral performance during the speaking part of the examinations. Since, some of them do not practice the language outside the class, which hinders the improvement of their oral skills which are vital for getting a good grade during their oral evaluations. The results of this research showed that the majority of students qualified themselves in a moderate position according to the anxiety scale survey that they responded. They do not think of themselves as anxiety-free individuals when being in the situations described in that scale, but they put themselves in a moderate level of anxiety.

Concerning the interviews, students mainly agreed on feeling significant levels of anxiety during their evaluations. They described the usual symptoms: sweaty hands, stomachache, shaky voice, fear of being mocked by their peers or getting a bad grade. A few of them stated that they did not have too many problems of this sort when taking oral examinations. Nevertheless, the large part of the participants agreed that oral evaluations make them experience a substantial level of anxiety; also they are aware that they have to control this anxiety in order to improve their performances without unnecessary pressure on them. As with teachers' opinions, they were knowledgeable of the students' anxiety situation, and even they said they had some techniques to break the ice at the beginning of an oral evaluation. Furthermore, some of them agreed to some extent that anxiety might actually have a bright side as well, since it encourages students to concern and pay close attention to their oral skills, and study intensively for the oral exams.

## **RECOMMENDATIONS**

This investigation has showed some interesting points to which some recommendations can be given for students and teachers as well, in order to control the problem of anxiety during the oral examinations.

Students can begin by acknowledging their own anxiety experienced when being in an oral evaluation, in order to face the likely repercussions it might bring for the grade to be obtained.

Moreover, students should look for strategies that might help them overcome the anxiety that affects their performance in oral evaluations. Many students shared some strategies they use, but there are others that can help them just as much, or even more.

Teachers are suggested to create a comfortable class environment in order that students feel more confident to participate and express their opinions in a class discussion. This point is important, since their everyday classes help them to practice the oral skills required for the oral evaluations. So, teachers could look for some tips to engage students to participate more during their oral activities in the class, so that they get more practice for their oral evaluations.

## BIBLIOGRAPHY

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78, 155-168. and speaking. *Foreign Language Annals*, 23, (pp.539-553.)

Aydin, B. (1999). A study of the sources of foreign language classroom anxiety in speaking and writing classes. Unpublished doctoral dissertation, Anadolu University, Eskisehir, Turkey.

Aydin, S. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Asian EFL Journal. Teaching Articles*. Balikesir University. Turkey. (pp. 421-441.)

Chuang, Y. (2009) A Study of College EFL Students' Affective Reactions and Attitudes toward Two Types of Performance-based Oral Tests. Cheng Shiu University. (pp.55-80.)

Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43, (pp.157-194.)

Horwitz, E. K. (2000). It ain't over til it's over: On foreign language anxiety, first language deficits, and the confounding of variables. *The Modern Language Journal*, 84, (pp.256-259.)

Liu, M. (2007). Anxiety in Oral English Classrooms: A Case Study in China. *Indonesian Journal of English Language Teaching*. Vol. 3, N° 1. Department of Foreign Languages, Tsinghua University. (pp. 119-134.)

MacIntyre, P. D. (1995a). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, 79, (pp.90-99.)

MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47, (pp.265-287.)

Park, H. & Lee, A. (2005). L2 Learners' Anxiety, Self-Confidence and Oral Performance. Kunsan National University, Concordia University. (pp. 197-208.)

Phillips, E. (1992). The effects of language anxiety on students \_ oral test performance and attitudes. *The Modern Language Journal*, 76, (pp.14-26.)

Pite, D. (1996). The Influence of Anxiety upon Achievement in EFL by Japanese Students. *International Congress of Psychology*. (pp.3-34.)

Robles, H. (2005). Language Learning Anxiety in a Group of Psychology Students at Universidad del Norte. *Revista del Instituto de Estudios Superiores en Educación*. Universidad del Norte. Barranquilla, Colombia.

Sarason, I. G. (1978). The test anxiety scale: Concept and research. In C.D. Spielberger & I. G. Sarason (Eds.), *Stress and Anxiety: Vol. 5* (pp. 193-216). Washington, DC: Hemisphere.

Shahini, M. & Trifoni, A. (2011). How Does Exam Anxiety Affect the Performance of University Students? *Mediterranean Journal of Social Sciences.Vol.2*, Univesiteti Aleksandêr Moisiu. (pp.93-100.)

Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, CA: Consulting Psychologists Press.

Stephenson, J. (2006). Anxiety in Learning English as a Foreign Language: Its Associations with Students Variables, with Overall Proficiency, and with Performance on an Oral Test. *Editorial de la Universidad de Granada*. Granada, España.

Subasi, G. (2010). What are the Main Sources of Turkish EFL Students' Anxiety in Oral Practice? *Turkish Online Journal of Qualitative Inquiry*. Anadolu University. Turkey.(pp. 29-49.)

Tanveer, M. (2007). Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in Learning Speaking Skills and the Influence it Casts on Communication in the Target Language. *Educational Studies, Faculty of Education*. University of Glasgow.

Young, D. J. (1990). An investigation of students' \_ perspectives on anxiety

and speaking. *Foreign Language Annals*, 23, (pp.539-553.)

Young, D. J. (Ed.) (1999). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*. Boston: McGraw Hill.



**University of El Salvador  
School of Arts and Sciences  
Foreign Languages Department**

**Teachers' interview**

**Research Question:** The Influence of Anxiety in Students' Oral Evaluations in the Readings and Conversation I Course at the Foreign Languages Department.

**Objective:** To discover teachers' opinions toward students' anxiety in oral evaluations.

**Advisor:** Lic. Cecilia Reyes de Amaya

**Researchers:**

Ana Ruth Mejía Coreas	MC07053
Mariela Melissa Santamaría Rivas	SR07030

- 1- How would you define anxiety?
- 2- Do you think anxiety has positive or negative effects on students? Which effects?
- 3-What are the negative aspects of anxiety that you consider might affect students when taking an oral evaluation?
- 4- Can you identify some positive aspects of anxiety for students when taking an oral evaluation? If so, could you please mention some of them?
- 5- Do you practice any strategy to reduce students' anxiety in oral evaluations? If so, Could you mention any?
- 6- Have you witnessed any difference from students participating freely on class to when they have to do it mandatorily on oral evaluations? Do they look more reluctant when it's voluntarily than when their grade depends on it?
- 7- Do you think anxiety might affect students' oral evaluations scores in a substantial way?



**University of El Salvador  
School of Arts and Sciences  
Foreign Languages Department**

**Students' interview**

**Research Question:** The Influence of Anxiety in Students' Oral Evaluations in the Readings and Conversation I Course at the Foreign Languages Department.

**Objective:** To determine students' reactions toward anxiety in English oral evaluations.

**Advisor:** Licda. Cecilia Reyes de Amaya

**Researchers:**

Ana Ruth Mejía Coreas	MC07053
Mariela Melissa Santamaría Rivas	SR07030

- 1- Please describe your feelings about your Readings and Conversation I class.
- 2- Do you like participating in the oral activities held during this class? Why? Why not?
- 3- What kind of interference is there in your Readings & Conversation I class, if any?
- 4- Do you feel confident about your oral skills when taking an oral evaluation? Why? Why not?
- 5- How do you think people in your classroom will react if you make mistakes when speaking in front of them? Does this affect your participation? Why? Why not?
- 6- When you find yourself in a stressful situation, like in an oral evaluation, how do you react?
- 7- Do you have any strategies or tips for making an English oral evaluation less stressful? If so, which ones do you use? If not, have you heard about some?
- 8- Have your instructors influenced in your feelings, for good or bad, on your oral performance during oral evaluations?





**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS & SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**

**Researchers:**

Ana Ruth Mejía Coreas                      MC07053  
 Mariela Melissa Santamaría Rivas      SR07030

**Advisor:**

Lic. Cecilia Reyes de Amaya  
**Research Project Key Terms:**  
 Anxiety, Oral evaluations

**Topic:** The Influence of Anxiety on Students’ Oral Evaluations in the Readings & Conversation I Course at The Foreign Languages Department.

**Objective:** To record the different levels of anxiety experimented and showed by the Readings & Conversation I Course Students at the Foreign Languages Department.

**Group Description:**

Readings & Conversation I Course      Group \_\_\_\_\_      Nº of Students \_\_\_\_\_      Classroom \_\_\_\_\_  
 Schedule from \_\_\_\_\_ to \_\_\_\_\_      Date of Observation \_\_\_\_\_

CATEGORIES					
Scores	Low (1-2)		Moderate (3)		High (4-5)

STATEMENTS		SCORES				
<b>1</b>	Student tries really hard to understand the topic but is not able to	1	2	3	4	5
<b>2</b>	Student shows poor speaking skills (fluency, tone, intonation, etc)	1	2	3	4	5
<b>3</b>	Student cannot process information from the teacher or classmates	1	2	3	4	5
<b>4</b>	Student has trouble following verbal directions	1	2	3	4	5
<b>5</b>	Student has trouble linking new information to previous one	1	2	3	4	5
<b>6</b>	Student has trouble remembering previous content	1	2	3	4	5
<b>7</b>	Student has trouble using new vocabulary	1	2	3	4	5
<b>8</b>	Student does poorly on timed speaking activities	1	2	3	4	5
<b>9</b>	Student looks reluctant or distressed when asked to speak	1	2	3	4	5
<b>10</b>	Student seems uneasy when speaking in front of the class	1	2	3	4	5
<b>11</b>	Student focuses on errors and failure instead of success	1	2	3	4	5

<b>LEVEL OF ANXIETY</b>	
-------------------------	--



**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS & SCIENCES  
FOREIGN LANGUAGES DEPARTMENT**

**Researchers:**

Ana Ruth Mejía Coreas MC07053  
Mariela Melissa Santamaría Rivas SR07030

**Advisor:**

Lic. Cecilia Reyes de Amaya  
**Research Project Key Terms:**  
Anxiety, Oral evaluations

**Topic:** The Influence of Anxiety on Students' Oral Evaluations in the Readings & Conversation I Course at The Foreign Languages Department.

**Objective:** To determine students' levels of anxiety experimented before, during and after an oral evaluation in the Readings & Conversation I Course at the Foreign Languages Department.

**QUESTIONNAIRE**

**Demographic information:** Tick the option that describes you the better.

**Sex:** Female  Male  **Age:** 15-20  21-25  26-30  More than 30  **Student Status:** Work & Study  Study

**General Instruction:** Please circle the statement that best describes you in each of the stages presented.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Extremely true</b>	<b>Highly true</b>	<b>Moderately true</b>	<b>Slightly true</b>	<b>Not true at all</b>

**BEFORE ORAL EVALUATION**

1	The closer the date of an oral evaluation, the harder it is for me to concentrate on the material to be studied.	1	2	3	4	5
2	When I study and practice for oral evaluations, I worry about not remembering the information related to it.	1	2	3	4	5
3	I worry so much before an oral evaluation that I am very exhausted to do my best on the exam.	1	2	3	4	5
4	The harder I work or study for an oral evaluation, the more confused I get.	1	2	3	4	5
5	Thoughts of doing poorly interfere with my performance on oral evaluations.	1	2	3	4	5
6	I seldom feel the need for studying intensively before an oral evaluation.	1	2	3	4	5
7	Before an important oral evaluation, one or many of these events happen: I don't enjoy eating, cannot sleep well, my body shakes, my hands get cold or clammy, etc.	1	2	3	4	5

**DURING ORAL EVALUATION**

1	I lose focus on important oral evaluations and I cannot remember what I studied and practiced about it.	1	2	3	4	5
2	During the evaluation, I find myself thinking on how much better prepared the other students are than I am.	1	2	3	4	5
3	During the oral evaluation, I find myself thinking on the consequences of failing.	1	2	3	4	5
4	Some of these symptoms appear: I sweat a lot; my heart beats very rapidly, I stammer, my voice gets shaky, my hands shake, etc.	1	2	3	4	5
5	I think I could do better on oral tests if I did not have the pressure of time limits.	1	2	3	4	5
6	Even when I am well prepared for an oral evaluation, I feel very uneasy and nervous about it.	1	2	3	4	5
7	I usually feel my whole body rigid and tense when I am asked the first question during oral evaluations.	1	2	3	4	5
8	My mind often goes blank when I feel my teacher or audience do not understand what I am trying to say.	1	2	3	4	5

**AFTER ORAL EVALUATION**

1	I finally remember the answers to questions asked during oral evaluations when it is over.	1	2	3	4	5
2	Getting good grades in an oral evaluation does not seem to increase my confidence in the second.	1	2	3	4	5
3	After the evaluation, I feel I could have done better than I actually did.	1	2	3	4	5
4	I usually get a bit depressed or disappointed after the oral evaluation.	1	2	3	4	5
5	I always check my notes after the evaluation in order to have an idea on how well I did.	1	2	3	4	5
6	After the evaluation, I tend to compare my performance with my classmates' performances.	1	2	3	4	5
7	If I get a bad grade, it was because I did not study and practice enough, and not because of my nervousness.	1	2	3	4	5
8	After the oral evaluation, I am frequently so tense that my stomach gets upset.	1	2	3	4	5
9	After finishing my oral performance, I feel impatient of knowing what grade I got.	1	2	3	4	5