

An Investigation of the Relationship between Secondary Stage EFL Low-Response Generators' Oral Performance and their FL Anxiety

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Abstract

The present study aimed at finding out the relationship between the EFL low response generators' oral performance and their anxiety. The participants of the study were 46 EFL low response generators enrolled in the first year at El-Fayoum Secondary School for Girls, El Fayoum Governorate, Egypt. The participants' EFL oral performance, response and EFL anxiety management were measured utilizing the following instruments a) EFL observation sheet, b) EFL oral performance anxiety scale, c) EFL oral performance anxiety management scale and d) EFL Oral performance test. The study Findings showed that there was a positive relationship between anxiety and EFL Response and a negative relationship between oral performance and anxiety. Also results showed a statistically significant correlation between the scores obtained from the oral performance test, EFL Observation Sheet and anxiety Scale.

Keywords: EFL low response generators, oral performance, anxiety

Introduction

Improving oral performance skills is a vital importance in English language learning as a foreign language or a second language. Nunan, (1999), Burkart (2004) & Sheppard (2004) argued that holding a conversation in target language is considered the measurement tool of the success in learning language. Therefore, speaking skill comes

probably at the top of priorities list for most learners of English language (Florez, 1999). Through speaking instruction learners acquire EFL oral performance skills in order to converse spontaneously and naturally. Furthermore, if the EFL oral performance activities are taught in the classroom in the adequate way, it can raise general learners' motivation and make the English language classroom a fun and dynamic place (Nunan, 1999 & Celce-Murcia, 2001).

Not only EFL learners turn attention to the EFL oral performance but also the teachers and textbooks. They use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies (Richards 1990). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse, 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

The EFL oral performance is not influenced only by the learning disabilities but also there are many features that cause the low oral performance. For instance, teaching practices favored in public schools focus on memorization of vocabulary. Second, activities in English classes tend to be non-communicative. In addition, there are contextual constraints of space, time, and resources. Regardless of these conditions, there are many strategies to help a child learn interactions and move beyond the level of using single words or isolated vocabulary items to communicate (Jason, 2012).

In countries where English is used as foreign language, the learners need to practice English in language classrooms adequately. To get experience in English speaking, they need to interact with the

teachers, themselves and with materials regularly using the target language because interaction is the heart of communication. Therefore, there have been a number of factors which influence EFL learners' participation when performing oral tasks in classrooms. In practicing English language teaching and learning, lack of appropriate classroom interaction leads to increasing low response EFL learners number (Regina, 1997).

There are a considerable number of EFL learners who are reluctant to respond to the teacher and remained silent in oral English language classrooms due to many causes such as low English proficiency, fear of speaking in front of others, fear of negative evaluation, shyness, lack of confidence, preparation and fear of making mistakes (Hamouda, 2013).

Many learners are highly anxious especially through participating in EFL oral performance activities. Actually, speaking is often regarded as the most anxiety-provoking language skill in EFL learning situations. Accordingly, EFL oral performance anxiety is a real challenge in teaching English as a foreign language. According to him, there are additional potential sources leading to EFL oral performance anxiety; which are fear of negative evaluation as a personality trait and self-perception of speaking ability in the target language (Keramida, 2009).

Statement of the Problem

Anxiety is one of the most prominent causes which influence language learning negatively. As stated, anxiety is limited in particular to speaking and listening skills which are needed to learn a foreign language especially in communicative classrooms. . This anxiety can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well (Na, 2007). Studies in a variety of language learning context have found that approximately one third of

EFL learners studying a foreign language experience at least a moderate level of foreign language anxiety (Aida, 1994; Horwitz, Horwitz & Cope, 1986; Horwitz, 2001; Le, 2004; Farouk 2005; Luo, 2014).

It is obvious from the previous introduction that there is a real need to investigate the EFL low-response generators' anxiety and find out how far they affect in their oral performance in the EFL classroom. Despite the growing number of researches dealing with foreign language, there is a limited number of studies involving low-response generators at the secondary stage in Egypt. The researcher had to answer the following research main question:

"What is the correlational relationship between first year low response generators' oral performance and their FL anxiety?"

Based on this, the following research questions are drawn:

1. What is the level of the EFL first secondary stage learners' oral performance?
2. How much anxiety do they undergo during the oral performance?
3. What is the correlation ship between EFL first secondary stage learners' response and their FL anxiety?
4. What is the correlation ship between EFL first secondary stage learners' oral performance and their FL anxiety?

Aims of the Study

The current study aimed at identifying the following:

- ◆ The relationship between EFL first secondary stage low response generators' oral performance and their anxiety.
- ◆ The relationship between EFL first secondary stage learners' response and their FL anxiety.

Significance of the Study

The current study would help in:

- ◆ Providing EFL learners, teachers, supervisors and researchers with a valid and reliable oral performance test that might help in identifying EFL learners' oral performance level.
- ◆ Enriching EFL learners, teachers, supervisors and researchers with a valid and reliable EFL oral performance anxiety scale for measuring EFL learners' FL anxiety.
- ◆ Raising educators' awareness towards the relationship between EFL learners' oral performance and their FL anxiety.
- ◆ Raising educators' awareness towards the relationship between EFL learners' oral performance, low response and their FL anxiety.

Hypotheses of the study:-

1. There is no statistically significant correlation between the study participants' scores in the administration of the EFL oral performance test and the anxiety scale.
2. There is no statistically significant correlation between the study participants' scores in the administration of the EFL response observation sheet and FL anxiety scale.

Delimitations of the study:-

The study was delimited to:

A sample of forty-six EFL Low-response generators of first secondary year at El Fayoum Secondary School for girls, Fayoum Governorate. The second semester of the academic year (2018-2019).

Definitions of Terms

The following definitions of key terms are adopted in the current study:

Oral Performance

The ability of the learner to communicate with others to share information, emotions or opinions by using adequate verbal text (vocabulary, grammar and speed) and appropriate non-verbal symbols (eye contact and body language) in different contexts without any gestures or breakdowns.

EFL-Low Response Generators

"learners who hesitate, slow to participate, lack of eye contact, quite, disobedient, unsociable and make less than expected reaction or response through classroom activities interactions, also they require large amount of motivation."

Foreign Language Anxiety

Bailey et al. (1999) defined foreign language classroom anxiety as "the state of discomfort experienced by the learner in the foreign language class room. (p.65)

Also MacIntyre & Gardner (1994) referred to Foreign language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (p. 284).

The researcher adopted his operational definition in her study:
"EFL learners' feeling of tension and apprehension which cause remaining silent and reluctant to speak in different oral classroom activities because of the learners' fear of communication, negative evaluation, pressing situation and risk taking."

Literature Review

Learning English as a foreign language is not an easy task as EFL learners encounter different difficulties. These difficulties can be divided into three factors namely learner factors, teacher factors and language factors (Brown, 2000). Every area of these factors has been investigated extensively particularly the learners' factors in which researchers have investigated even the psychological aspects of the learners. Anxiety is one of the psychological aspects which hinder EFL learners from improving their skills when learning English as a second or foreign language (Yamat & Bidabadi, 2012; Ali & Fei, 2016; Razak, Yassin, & Maasum, 2017).

Many people claim to have a mental block against learning a foreign language although these same people may be good learners in other situations. In many cases, they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class because they may find learning stressful. Additionally, Negative effects of anxiety have been identified in many studies (Horwitz 1986; MacIntyre & Gardner, 1994; Tang, 2005).

Among the four basic foreign language skills, oral performance is the skill causing the highest level of anxiety (Cheng, Horwitz, & Schallert, 1999; Young, 1990). In other words, when EFL learners have to speak a foreign language, they are generally afraid of doing so. This common phenomenon experienced by the person who is afraid to make a speech is described as public speaking anxiety (Ayres & Hopf, 1993), and the fear of speaking in public is known as glossophobia. It is assumed that approximately 85% of speakers feel anxious before presenting a speech in their native languages (Burnley, Cross, & Spanos, 1993). This statistic must be even higher when it comes to foreign language public speaking anxiety.

Thus, speaking a foreign language is a source of anxiety for most EFL learners. Research shows different sources of language anxiety. Yang (1991) identified six sources, including the anxiety of personal and interpersonal relationships, teacher-student interaction, teacher's beliefs about language learning, student beliefs about language learning, classroom techniques, and testing.

Furthermore, the relationship between the oral performance anxiety and the psychological perception of the learners towards themselves plays an important role in the level of anxiety which EFL learners encounter. According to Young (1999), the level of anxiety experienced by the EFL learners is associated with the negative thought which the EFL learners have towards themselves as well as their fear of failure. Thus, some learners become anxious when it comes to speaking in front of the others especially when they think of the level of proficiency. So, the EFL learners who do not trust their abilities and skills when speaking in front of the others always experience higher level of anxiety.

In spite of the EFL oral performance anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious EFL learners, and attribute their unwillingness to engage in oral tasks to factors such as lack of motivation, or "poor attitude" (Gregersen, 2003). An additional problem concerns the fact that although there is an abundance of theoretical articles on general language anxiety, there seems to be a relative paucity of empirical studies focusing specifically on the sources of foreign language speaking anxiety and providing practical recommendations and strategies to address it.

Furthermore, Occhipinti (2009) revealed the relation between the anxiety and EFL oral performance and asserted that foreign language anxiety is a common debilitating feeling which affects EFL learners in a variety of ways particularly during speaking activities. The

sample consisted of 100 university-level EFL learners were interviewed. All the subjects were enrolled in the third year of a Bachelor degree in English language. The data collected using a three-page questionnaire which was administrated to both groups of EFL learners to examine EFL learners' reactions to speaking. Results of this study indicated that writing the foreign language anxiety was significantly more strongly related to speaking.

On the other hand, Subekti (2018) explored the relationship between Foreign Language Anxiety (FLA) and spoken performances of non-English major university EFL learners in Indonesia. The study found that learners experienced various degrees of FLA with the mean score 93.07. This study also found a statistically significant, negative correlation between the learners' FLA and their achievements as measured by their grades. Consistent with that, significant, negative relationships were also found between the learners' achievements and all the three related situation-specific anxieties, communication apprehension, test anxiety, and fear of negative evaluation.

EFL learners can participate properly if they are free from all confusions and problems. Some EFL learners do not participate properly; they present in the class but do not pay attention to study. They do not listen to the teacher attentively and feel bored. Now we have to see the factors, which affect the action of the EFL learners in the class. Why they remain restless? Why they do not pay attention to the study? Many factors affect their responses. Learners' attitudes are very significant.

Faizah and Choo (2010) concluded that EFL learners' fear of the lecturers' criticism towards their responses, anxiety, perception of the lecturers as the authority, reluctance to criticize their peers' opinions, fear of the lecturers, possibility of asking for elaboration, learning strategies, and the lecturers' teaching practices and personality significantly inhibited their participation.

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According to (Abebe and Deneke, 2015) Speaking activities in the classroom procedure, particularly ones that demand EFL learners to speak in front of the whole class, have been found to be the most anxiety provoking. In this study found that 53 % of EFL learners are afraid of speaking in front of others in class. This finding is similar to that reached by Koch and Terrell (1991) and Young (1991) who found that more than sixty-eight percent of her subjects reported feeling more comfortable when they did not have to get in front of the class to speak. To speak in front of the whole class is a potentially risky business in many EFL learners' eyes. However, EFL learners feel a lot better when they are not required to face the whole class.

In conclusion, it is important to measure FLA, a considerable issue in the language learning process, with valid and reliable tools to have a deep understanding of how to cope with it. The FLAS as a widely-acclaimed anxiety scale was developed as a response to the lack of anxiety scales that could measure foreign language anxiety with precision. As a result of the mentioned above, the researcher designed an anxiety scale for learners to obtain data on the relationship between anxiety and its effect on oral performance and response in EFL classroom.

Method

Participants

A group of forty six low response generates of first year secondary were randomly selected from one of Fayoum governmental secondary schools, namely El Fayoum Secondary School for Girls, in the school year 2017-2018. The reason this school was selected is that it was seen to be a representative sample of Egyptian secondary stage governmental schools, with a large population of first year secondary students distributed in 17 classes.

Variables

- ◆ EFL first year secondary stage learners' oral performance.
- ◆ EFL first year secondary stage learners' response.
- ◆ EFL first year secondary stage learners' oral performance anxiety.

Instruments

The present study made use of the following instruments:

- ◆ The EFL Low Response Observation Sheet
- ◆ The EFL Oral performance Anxiety Scale.
- ◆ The EFL Oral Performance Test.
- ◆ The EFL Oral Performance Scoring Rubric.

1. The EFL Oral Performance Test

Purpose of the EFL Performance Test

The purpose of this test was to assess EFL low response generators' oral performance.

Design of the EFL performance test

The test consists of four questions to assess students' EFL oral performance skills. Each question requires students to look at pictures and listen carefully to examiner. The first question is "comparison", students are asked to look at the pictures and compare between them. The second question is a "critical situation", which students are asked to respond to it. The third question is a "job interview", which students are asked to introduce themselves. The last question is a "problem solving", which students are asked to give their advices.

Validity of the EFL performance test

To measure the test validity, the first version of the test consisting of four tasks was submitted to TEFL professors, assistant professors, lecturers and EFL testing specialists to evaluate its tasks in terms of content appropriateness and skills measured. Moreover, the jury members were asked to evaluate the test as a whole in terms of: (a) number of tasks and appropriateness to the functions measured, (b) suitability of the tasks to first year secondary students' linguistic level and (c) suitability of the test to measure the intended skills. The test proved to be mostly a valid one, as it measured what it was intended to measure in most cases. However, two of the jury members recommended modifying the some critical situations and some vocabularies to simplest ones.

Reliability of the EFL performance test

In order to establish the reliability of the test, it was administered to a randomly selected sample of 20 fourth year English section students at El Fayoum Secondary School for girls. Cronbach's Alpha formula was used to estimate the test reliability. The pilot study was conducted one week before introducing the treatment program. Reliability of the test was found to be 0.98, which is a high level of reliability.

Time of the EFL Performance Test

After conducting piloting the pre—posttest, the researcher specified the time needed for answering the test administration by adding the time taken by the first student finishing the test the time taken by the last one, and dividing the whole time by two. The average time needed for answering the test was 12 minutes. Each question is 3 minutes.

The EFL Performance Test Scoring

Learners' recordings on the oral performance test were assessed using the oral performance scoring rubric described below. Two raters (the researcher and another rater) used the oral performance scoring rubric to assess learners' oral performance on the test.

The EFL Oral Performance Rating Rubric

The Purpose of EFL Oral Performance Rating Rubric

The EFL oral performance rating scoring rubric was prepared by the researcher with the purpose of assessing learners' EFL oral performance.

Design of EFL Oral Performance Rating Rubric

The oral performance rubric was intended to rate participants' oral performance and was designed depending on the review of literature related to assessing participants' oral performance and samples of rubrics designed and applied in several researches and studies.

The following parameters are the ones that were included in the final version of the rubric:

- **Initiation in the discourse:** to assess learner's ability to initiate a discourse in different communicative situations and demonstrate appropriate response.

- **Generating of ideas:** to assess learner's ability to express main idea of discourse is clear, well-developed and enhanced with all relevant details.
- **Using of accurate Language** to assess learners' ability to express a discourse using the correct structure (i.e. pronunciation, vocabulary and grammar).
- **Maintaining appropriate communication functions:** to assess the learner's ability to employ different social functions to achieve the goal of communication, considers register and demonstrates appropriate response.

Validity of the Rubric

To ensure the validity of the rubric, it was submitted to specialized jury members in the field of curriculum and instruction. The jury members were asked to comment on the suitability of each level of performance to each EFL performance skill. The scoring rubric was modified according to the jury members' comments and suggestions.

Reliability of the Rubric

Inter-rater reliability

In order to ensure the reliability of the rubrics, they were used by two different raters to assess the EFL oral performance of a group of 15 first secondary stage El Fayoum Secondary School for girls. This group was randomly selected and tested on their oral performance using the pre-post EFL oral performance test. There were two different raters (the researcher and another teacher) using the scoring rubrics. Then the researcher calculated the inter-rater reliability of the rubrics by counting the number of agreements and dividing it by the total number of items (agreements plus disagreements). The reliability of the rubric was found to be 0.80, which is an acceptable level of reliability.

EFL Oral Performance Anxiety Scale

Purpose of the EFL Oral Performance Anxiety Scale

The EFL oral performance anxiety scale was designed by the researcher with the aim of measuring the oral performance anxiety of the first year secondary learners before and after the implementation of the Task-based activities program.

Design of the EFL Oral Performance Anxiety Scale

Having reviewed a number of studies on EFL oral performance anxiety, the researcher designed an anxiety scale, taking into account the following points:

- Utilizing clear items.
- Utilizing simple and direct items.
- Addressing all components of EFL oral performance anxiety.
- Utilizing items that are positively and negatively worded.

Content of the EFL Oral Performance Anxiety Scale

The scale consisted of 22 items that belong to four main dimensions. These dimensions are: Communication Apprehension, Negative Evaluation anxiety, Risk Taking Reluctance and Pressing Situation Inhibition.

Validity of the EFL Oral Performance Anxiety Scale

After reviewing the related literature, the researcher built the scale. It consisted of four dimensions (communication apprehension, negative evaluation anxiety, risk taking reluctance and pressing situation inhibition).which were defined operationally. Then, the researcher formulated some statements for every dimension based on their operational definitions.

Content Validity

To ensure validity of the scale, it was submitted to specialized jury members in the field of curriculum and instruction (TEFL). The jury members were asked to judge it regarding the following:

1. Relatedness of the dimensions to the general term (EFL oral performance anxiety).
2. Relatedness of sub-items to each general dimension.
3. Clarity and wording of the statements.
4. The suitability of the scale as a whole for assessing EFL oral performance anxiety.

The scale was modified according to the jury members' comments and suggestions.

Reliability of the Oral Performance Anxiety Scale

The current study made use of Cronbach Alpha method to establish the reliability of the scale. The reliability level of the scale as a whole was (.849), which is an acceptable level of reliability. The Table below shows the reliability values of the four dimensions of the scale and of the scale as a whole.

EFL Response Observation Sheet

Purpose of the EFL Response Observation Sheet

The EFL response observation sheet was designed by the researcher with the aim of identifying the low response generators' of the first year secondary stage before and after the implementation of the Task-based activities program.

Design of EFL Response Observation sheet

Having reviewed a number of studies on response inside EFL classroom, the researcher designed an observation sheet, taking into account the following points:

- Utilizing clear items.
- Utilizing simple and direct items.
- Addressing all components of EFL response in EFL classroom.
- Utilizing items that are positively and negatively worded.

Content of EFL Response Observation sheet

The EFL Response Observation sheet consisted of 10 statements that aimed to identify the EFL low-response generators in terms of teacher-student interaction and student-student interaction. The teacher-student interaction component includes six statements; four positive statements and two negative statements. The student-student interaction component includes four statements; two positive and two negative statements. The items were put in a 3-point from Level 1: low to Level 3: high.

Validity of EFL Response Observation sheet

To ensure validity of the observation sheet, it was submitted to specialized jury members in the field of curriculum and instruction (TEFL). The jury members were asked to comment on:

- Suitability of the sheet's items to measure learners' response.
- Clarity of the sheet items.

The sheet was modified according to the jury members' comments and suggestions.

Reliability of EFL Response Observation sheet

The current study made use of Cronbach Alpha method to establish the reliability of the scale. The reliability level of the scale as a whole was (.70), which is an acceptable level of reliability. The Table below shows the reliability values of the four dimensions of the scale and of the scale as a whole.

Administration of EFL Response Observation sheet

After ensuring the reliability of the EFL Response Observation sheet, it was administered to learners of first secondary stage through EFL classrooms. The pre observation is conducted by the researcher one week prior to the treatment for three times to be sure of the stability of learners' response. The post observation was administered after the treatment ended. Post observation conditions were relatively the same as those of the pre observation in terms of place and time.

Procedure

Tools Implementation

The study consisted of three main steps: Adaptation, administration and statistical analysis. First, the researcher reviewed the literature related to the scale and adapted the EFL Oral Performance Scale to be suitable for first secondary year low response generators, After establishing the validity, ensuring the reliability and specifying the time of the oral performance test , EFL Response Observation sheet and the FL oral performance anxiety scale were introduced to a sample of 46 learners in El Fayoum secondary school for girls, in order to investigate the relationship between oral performance level, EFL response and EFL oral performance anxiety level. The researcher applied the tools in the first semester of the 2019 – 2020 academic year. Finally, learners' answers were analyzed, and data were collected, recorded, and statistically analyzed to know the correlation between the study sample's oral performance, EFL Response and their EFL oral performance anxiety.

Testing the first hypothesis of the study

The first hypothesis stated that there was no statistically significant correlation between the study participants' scores in the administration of the EFL anxiety scale and the oral performance test. To verify the validity of the hypothesis, the researcher calculated the correlation coefficient between the anxiety level of the EFL low-response generators and the oral performance level

Table 1

Statistics of the relationship between the means of scores of EFL anxiety of Low response generators and their oral performance in the implementation of the oral performance test.

Oral Performance components	Part 1	Part 2	Part 3	Part 4	Total
Anxiety					
Communication Apprehension	- 0.047	- 0.047	- 0.031	- 0.010	- 0.085
Negative Evaluation Anxiety	- 0.013	- 0.013	- 0.061	- 0.031	- 0.015
Risk Taking Reluctance	- 0.075	- 0.075	- 0.041	- 0.042	- 0.037
Pressing Situation Inhibition	- 0.061	- 0.061	- 0.022	- 0.010	- 0.064
Total	- 0.046	- 0.046	- 0.042	- 0.002	- 0.059

The previous table showed that there was a statistically negative correlation between the level of anxiety of the EFL low-response generators and their oral performance. From the results shown above, the null hypothesis was rejected.

Testing the Second hypothesis of the study

The second hypothesis stated that there was no statistically significant correlation between the study participant's scores in the administration of the response observation sheet and their mean scores in EFL anxiety scale.

Table 2

Statistics of the relationship between the means of scores of EFL anxiety of first secondary year learners and their Response in the implementation of the response observation sheet.

EFL Response Types	Teacher-learner Interaction	Learner-learner Interaction
Anxiety		
Communication Apprehension	0.977**	0.971**
Negative Evaluation Anxiety	0.537**	0.528**
Risk Taking Reluctance	0.085	0.069
Pressing Situation Inhibition	0.958**	0.957**
Total	0.984**	0.978**

The sign () indicates that the skill is statistically significant at 0.01 level**

The previous table showed that there was a statistically correlation between the level of anxiety of the ELF participates and their response inside the EFL class. From the results shown above, the null hypothesis was rejected. Also the relationship was negative. This indicated that the more anxiety was the lower EFL response was.

Also, the researcher calculated the difference between the means of low and high scores of EFL oral performance in relation to response and anxiety.

Table 3

The T value and its statistical significance of difference between the means of low and high scores of EFL oral performance in relation to response and anxiety.

N	Variabl e	Interqua rtile Rang	Num ber	Me an of Ran ks	Sum of Ran ks	Medi an	St. deviat ion	Val ue of (z)	Si g.
1	OP Anxiet y	Low	10	10.1 0	103. 00	90.2 0	40.00	0.2 3	N on sig .
		High	10	10.6 0	106. 00	100. 70	33.49		
2	Respon se in EFL Classro om	Low	10	7.55	85.5 0	67.5 0	44.56	1.3 9	N on sig .
		High	10	12.2 5	122. 50	55.9 0	35.31		

It is clear from the previous table that the calculated value of (Z) is less than the tabulated (T) equal to (1.85) at a confidence level of 0.05 and equal to (2.45) at a confidence level of 0.01 at a degree of freedom (17). This indicates that there is no statistically significant difference in anxiety and response.

Table 4

The t value and its statistical significance of the difference between the means of low and high scores of response in EFL classroom in relation to oral performance and anxiety.

N	Variable	Interquartile Rang	Number	Mean of Ranks	Sum of Ranks	Median	St. deviation	Value of (z)	Si g.
1	Anxiety	Low	10	5.50	396	84.50	65.00	3.54	0.01
		High	10	14.23	2862	166.10	152.00		
2	EFL Oral Performance	Low	10	9.60	2325	108.60	91.00	0.76	Non sig.
		High	10	12.85	2462	112.15	115.00		

It is clear from the previous table that the calculated value of (Z) is greater than the tabulated value (T) equal to (1.85) at a confidence

level of 0.05 and equal to (2.45) at a confidence level of 0.01 at a degree of freedom (17) with respect to the anxiety variable. This indicates that there was a statistically significant difference in anxiety in favor of response, and there was no statistically significant difference in oral performance.

In order to double check the results the researcher calculated the difference between the means of scores of low and high anxious learners in relation to oral performance and response in EFL classroom:

Table 5

The t value and its statistical significance difference of the means of scores low and high anxious learners in relation to oral performance and response in EFL classroom:

N	Variabl e	Interqu artile Rang	Num ber	Me an of Ra nks	Su m of Ra nks	Med ian	St. devia tion	Val ue of (z)	Si g.
1	EFL Oral Perform ance	Low	10	10.60	106.00	107.40	12.05	0.08	N on si g.
		High	10	10.40	104.00	112.90	24.63		
2	Respon se in EFL Classro	Low	10	6.55	56.50	45.20	2.51	3.73	0.01
		High	10	15.	145.	154.	36.02		

	om			45	50	40			
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It is clear from the previous table that the calculated value of (Z) of response is less than the value of the tabulated (T) equals (1.85) at a confidence level of 0.05 and equal to (2.45) at a confidence level of 0.01 at a degree of freedom (17). This indicates that there is no statistically significant difference between oral performance and anxiety, and there is a statistically significant difference in EFL response in favor of those with high anxiety.

Discussion of results

The previously mentioned results revealed that:

- ◆ There is statistically correlation between oral performance and anxiety which means that the higher the anxiety was, the lower the oral performance was. Also, there is a statistically correlation between anxiety and response in EFL classroom so the higher anxiety was, the higher response was, which affected oral EFL performance.
- ◆ There is a statistically significant negative correlation between the study participants' oral performance and their FL anxiety level that ranged from very weak to medium. Most of the anxiety dimension was weakly correlated to all the components of the oral performance except for risk taking reluctance and fear of making mistakes due to the nature of the participants.
- ◆ There is a statistically significant high positive correlation at 0.01 level between the scores obtained from the administration of the response observation sheet and the FL anxiety scale in most of the dimensions (Communication apprehension, fear of negative evaluation, pressing situation inhibitions).

The tabulated results shown previously affirmed that the learners' oral performance is correlated to anxiety their and response in EFL classroom.

From the data above, the researcher found a statistically significant correlation at 0.01 level between the means of scores of the oral performance test, anxiety scale and EFL response observation sheet. Accordingly, the two hypotheses were statistically rejected. The results denoted that there was a relationship between anxiety and oral performance and response in EFL classroom. These results were in accordance with the studies of Melouah (2013), Khaleghi (2016), Radhia (2016), Adaba (2017).

Research Recommendations & Pedagogical Implications

According to the previously mentioned and discussed results, the researcher recommends the following:

1. Speaking instruction should be given more attention in our EFL classes. More time and efforts should be exerted to develop this main skill and its subskills.
2. EFL teachers and pre-services teachers should be aware of the EFL oral performance skills necessary for students at each stage so that they can develop and evaluate these skills appropriately. Additionally, EFL learners should be aware of the criteria of the oral performance evaluation in order to practice well to meet these criteria.
3. EFL teachers should concentrate equally on the different oral sub- skills, thus paying more attention to the discourse competence including conversation management and discourse organization as well as to pragmatic competence and fluency beside their usual focus on grammar and vocabulary.
4. EFL teachers should help learners to be more independent and more involved in learning speaking by changing their roles from an authority figure to a facilitator, discussion organizer,

helper and language adviser. In this way, Students become the center of the learning process and share more responsibilities in their learning of oral performance skills.

5. EFL learners should be offered enough opportunities to practice speaking on a daily situations for authentic purposes in EFL classes, For instance, describing palaces or people, narrating stories, inviting, congratulation, asking for information ...etc.
6. Enough oral - task activities aiming at helping EFL learners acquire new skills about spoken language should be introduced to intermediate learners so that they can restructure their language system in a way that helps them integrate spoken discourse.
7. EFL learners should be offered enough comprehensible input through oral task activities and especially through listening to authentic texts, thus raise their consciousness of the relevant skills as well as the rules and features of the spoken language . Furthermore, they should be able to plan for their oral performance in advance to control their cognitive confusion during speaking.
8. Supportive feedback should be offered throughout the oral task activities, not only to help EFL learners distinguish their oral performance weaknesses and ways of overcoming them but also to encourage their strengths and consequently increase their motivation and involvement in oral activities.

Suggested Topics for Further Research

Considering the revealed results, the researcher suggests the following:

Investigating the relationship between:

1. EFL other stages learners' accuracy level and their anxiety.
2. EFL other stages learners' writing performance level and their FL speaking anxiety.
3. EFL speaking anxiety and EFL learners' accuracy.

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