The Impact of Foreign Language Classroom Anxiety on Saudi Male Students' Performance at Albaha University

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Abstract
The present study aims at investigating the effects of foreign language classroom anxiety on Saudi male students' performance at Albaha University. This study is going to answer the question if the FLCA has an effects on Saudi students' performance. The participants of the study were (n=50) students, who enrolled in applied linguistics courses, level 2 in the College of Science and Arts in Almandaq in the second term (2018). The study ran a questionnaire for testing anxiety levels to the participants of the study to collect data. It contained fifteen elements, with the variables divided into three segments they are communicative apprehension, test anxiety, and Fear of negative evaluation, respectively. It also used a *descriptive* and inferential methods to investigate whether the students feel EFL anxiety. The study findings revealed a slightly higher level of communicative apprehension (3.6), a moderate level of test anxiety (3.4), and the participants experience a low level related to fear of negative evaluation (3.3). The calculated mean of overall hypotheses is (3.4) which suggests that the students suffer a moderate level of foreign language Classroom Anxiety. These findings explored significant effects of foreign language anxiety on the Saudi male students' performance at Albaha University due to these variables, respectively. Besides, the results of this paper provided teachers and decision-makers with some recommendations and pedagogical implications that will enable them to overcome the male students' language anxiety in the classroom in the Saudi setting, which will also help in achieving better learning outcomes.

Keywords: anxiety, apprehension, foreign language classroom, Saudi male students,, performance

Introduction

Recent research in foreign language learning has focused on the effects of psychological factors in the success or failure of EFL learners. Among those psychological factors are affective factors, such as: anxiety, self-esteem, attitudes and motivation. According to Philips (1992) there are two types of anxiety, these are: state anxiety, which is defined as "a situation-specific trait anxiety; that is, individual suffering from state anxiety will manifest a stable tendency to exhibit anxiety but only in certain situations". and trait anxiety, which is defined as "a relatively stable tendency to exhibit anxiety in a large variety of circumstances" (Phillips, 1992, p. 14). However, trait anxiety has not proved to be useful in predicting foreign language achievement (Gardner and MacIntyre, 1991). According to Brown (2000), language anxiety is a kind of state anxiety, and Phillips (1992) thinks that test anxiety is a well-known type of state.

Basing on research, foreign language classroom anxiety is one of the major causes of EFL university students' weakness in their performance. Campbell and Ortiz (1991) pointed out that language anxiety among university students is disturbing and can disrupt their learning process. The students in the College of Science and Arts face many problems, including classroom anxiety (Ezzi 2012). This problem has not received adequate attention from researchers in Saudi Arabia, primarily, the variables those related to anxiety such as communicative apprehension, anxiety related to tests, and fear of adverse assessment

Male Saudi students, who enrolled in applied linguistics courses in the College of Science and Arts in Almandaq at Albaha University, have weak English language performance in applied linguistics courses. Based on research and experience, this problem has some relations with language anxiety. English language instructors observed that language learning anxiety exists among many Saudi students when they gain admission into universities and it has adverse effects on their performance and achievements. Most of the students at Albaha University who enrolled in linguistics courses express some feelings of anxiety when they speak English in the classroom. They also experience some difficulties in expressing themselves in English classes due to different types of anxiety. This research proposes some recommendations to help teachers overcome the male students' stress in English classes. The findings of this study will help instructors to overcome such problems and will enhance the development of male students' performance to archive better results.

Review of Literature

Language Learning Anxiety

The process of learning a foreign language becomes vital for many people all over the world due to science, business, tourism, technology, etc. However, many psychological factors have effects on the process of learning EFL, such as: self-esteem, self-efficacy, motivation, and attitudes in addition to some linguistic factors such as: language anxiety, cultural background, and learning technique. Horwitz (2001) argued that a lot of EFL learners have some levels of anxiety. Ellis (2008), and Riasati (2011) explained that many students have high levels of stress when learning a foreign language. He recommended that English language teachers should be careful about language anxiety inside the classroom, and they should find solutions to simplify the language learning process. Also, Hurwitz, Horwitz, and Cope (1986) specified three types of language anxiety. These are Fear of negative evaluation, apprehension from communication with teachers

or students, and anxiety related to tests. First, fear of negative evaluation means worry and being anxious about passive assessment from others. This type of anxiety refers to personal assessment i.e. when the learners assess their oral or academic performance. Secondly, communicative apprehension refers to the feeling of shyness, stress, and discomfort which the learner experiences when he speaks in English classes. This type of anxiety happens when students face difficulties while they are speaking, asking, or answering questions in the classroom. Wu (2010) clarifies test anxiety as worry about assignments, quizzes, and exams that used to evaluate students' oral performance.

Sources of Language Anxiety

Previous research has mainly focused on the sources of foreign language learning anxiety. Jackson (2002) explains that *situational variables* such as course level, activities, teacher's behavior, and organization of the course establish main sources of foreign language learning anxiety (cited in Alkhasawneh, 2016). Dewaele (2002) examined the *learners' variables* as causes of FL learning anxiety; such as age, gender, beliefs, , personality, and learning styles. Some other scholars stated that the learner language ability and aptitude of language learning are the main causes of foreign language learning anxiety Besides, Young (1991) lists six possible sources of FLL anxiety: These are:

1) Personal and interpersonal anxieties.
2) Learner beliefs about language learning.
3) Instructor beliefs about language teaching.
4) Instructor-learner interactions.
 5) Classroom procedures.
6) Language testing.

Types of Anxiety

Horwitz, Horwitz, and Cope (1986) considered language anxiety as distinct from general anxiety and specified three types of foreign language anxiety: these are communicative apprehension, test anxiety, and Fear of negative evaluation:

Communicative Apprehension

The communicative apprehension is the level of learner anxiety or fear related to either real or expected communication with other persons (McCroskey,1978). In recent years, researchers became more interested in the investigation of the factors that are affecting the performance of EFL learners. Young (1991) noted that learners in oral courses express high anxiety level when compared to other courses. Oral performance anxiety is a common problem among English language students. In another study, McCrosky (1970) found out that 20% of the participants experienced oral performance anxiety. Also, he found that one out of every five students, who experienced oral performance anxiety, was affected negatively in his oral performance and achievement.

Test Anxiety

Test anxiety, on the other hand, is the tendency to assess the performance in an evaluative situation (Sarason, 1984). Test anxiety appears when the performance of learners was poor in the previous tests. Accordingly, the learners experience a negative impression about tests and have wrong

perceptions in   evaluative situations. This negative impression is transferred unconsciously to the English class (Chan & Wu, 2000). Similarly, learners may have incorrect views on language learning. They might feel that any weak test result is a failure (Horwitz et al. 1986). Young (1991) argues that test anxiety can affect the performance of weak students more than those with high proficiency level and more anxiety experienced in evaluative situations. Test anxiety, according to Mandler and Sarason, (1952), includes a mixture of physiological over-arousal, apprehension, fear from test performance, and often affects the normal learning and test performance. Test anxiety exists among the students in different universities and it has been detected by researchers since the early 1950s. Also besides, test anxiety is a psychological and behavioral phenomenon that is concerned with the feeling of failing exams or negative assessment Due to these situations, the learners are subjected to weak performance when evaluated. In her study, Aida (1994) concluded that foreign language anxiety and test anxiety had negative statistical impacts on the students' grades in exams.

Also, test anxiety has obvious effects on classroom language and the students' performance. According to Horwitz (2001), test anxiety is one of the three components of foreign language anxiety caused by fear from failing exams. Inappropriately, to overcome the students' anxiety, foreign languages require continuous evaluation by the instructors more than any other problem. Horwitz claimed that the anxiety of learning foreign languages affects both the test and communicative performance of students. In sum, the fear of failing tests and negative assessments can affect the students' performance.

Fear of Negative Evaluation
Finally, fear of negative evaluation is defined by Horwitz, et al. 1986) as the fear about others' assessment and evaluation Gardner and Maclntyre (1993) claim that apprehension of negative evaluation is closely associated with fearing of communication. When students are uncertain of what they are speaking, apprehension of negative evaluation occurs and they will be doubt about their abilities to give positive outcomes.

One of the components of the anxiety of learning a foreign language is the fear of negative evaluation. It can also be associated with a negative interpretation of social assessment and feedback. It is a feeling of failure and excessive attention from other evaluations. Fear of negative evaluation can be seen in students' performance during evaluation or social activities like job interviews or in English classes when it comes to speaking (Horwitz et al., 1986). Moreover, it also relates to the teacher's evaluation and other students' responses. Horwitz et al.(1986) considered fear of negative evaluation, test anxiety, and communicative apprehension as an important theoretical framework for an illustration of the foreign language (FL).

Anxiety and Learning Process
Recent studies, like those of Alsowat (2016), Alsaleh (2018), and Al-Khotaba et al.(2019), have examined in-depth the impact of anxiety on EFL learning. The results were insignificant, in terms of effective factors, when the coefficients were all negative. Besides, the results of these studies revealed the negative effects of anxiety in the process of learning the English language. A high level of anxiety usually causes many problems such as disappointing learners, and this will result in weak performance. Learners with high anxiety levels often perform less, their achievement is

low, and this makes them anxious in terms of learning (Gardner & McIntyre (1993); Pan & Tang, (2005). EFL students with weak performance experience high anxiety levels in the English language classes and tests.

Classroom Anxiety

Most of the students, who enrolled in applied linguistics courses at Albaha University, rarely enjoy the learning of the English language inside the classroom. The tension of instructors makes an uncomfortable environment in the classroom, which causes the students to be nervous. English instructors believed that being hard on students and correcting them will make it possible for learners to score high in English Language tests. No doubt, the teachers' behaviors, and teaching strategies have an extreme effect on students' anxiety in the classroom. English language teachers should create a relaxed atmosphere in the classroom to reduce the level of anxiety in students. On the other side, when teachers are too serious or firm in the classroom, the anxiety of the students increased directly. In his study, Young (1991) found out that the teachers' character; his relationship with students in making a relaxed environment can reduce the students' language anxiety. Freeman (2002) argued that teachers should use an effective teaching approach that promotes respect for students' feelings to decrease the students' anxiety. Using teaching tools in the classroom, such as posters, flashcards, comfortable lights, and music, creates a conducive environment that enhances learning and causes students to be relaxed and pleasant.

Previous studies

Al-Khotaba, Alkataba, Abdul-Hamid, and Bashir (2019) examined the impact of foreign language speaking anxiety as a psycholinguistic barrier affecting speaking achievements of EFL Saudi learners at Northern Border University in Saudi Arabia. The study used a questionnaire and speaking achievement tests as the main tools for collecting data. The participants of the study were 100 (50 female and 50 male) students major English. Also, the research implemented SPSS program to analyze the data. The findings of this paper showed a weak correlation between foreign language speaking anxiety and the participants' achievements in language learning.

Alsaleh (2018) investigated the relationship between foreign language anxiety and reading anxiety as well as the impact of foreign language anxiety on reading comprehension among preparatory year students major English language at Imam Mohamed Bin Saud University in Riyadh, Saudi Arabia. Sixty female students participated in this study. The tools of the study were the Foreign Language Classroom Scale, the foreign language reading Anxiety Scale, and a test for reading comprehension. The findings of this study showed that the participants experienced a moderate level of reading anxiety and language anxiety. Also, it revealed that difficulty of understanding new words' meaning, pronunciation, difficulties of reading long texts, and the fear of making mistakes are the main sources of foreign language reading anxiety.

Bansalem, (2018) investigated the relationship between foreign language anxiety, multilingualism and anxiety in the Saudi context. The participants of this study were 96 Saudi undergraduate students (40 female and 56 male). The Arabic version of the Foreign Language Classroom Anxiety Scale (FLACS) of Horwitz, et al. (1986) applied as a tool for data collection. The findings of this study revealed that Saudi multilingual students experienced a moderate level of foreign language anxiety. In addition, female learners have more anxiety than male learners.

Alsowat, (2016) examined the level of anxiety of learning a foreign language among Saudi students who majored in the English Language at Taif University. two questionnaires administered to the participants including males and females. The findings of the study explored a moderate level of Saudi students who majored in English at Taif University.

In his research, Al-Khasawneh (2016) ran a study about the anxiety level experienced by the students studying English language courses at King Khalid University. Ninety seven students, who enrolled in English language courses, participated in this study. A questionnaire examining Language Anxiety in the classroom, by Horwitz, used as the main research tool. The findings on the level of anxiety showed a moderate level as depicted by the students. Alrabai (2014) examined the oral anxiety of learners' in the Saudi EFL context through a questionnaire. He found that the study participants were unwilling to respond to questions orally in the classroom due to their high level of oral anxiety. Al-Khotaba (2013) carried out investigations on the reasons Saudi students' are not willing to speak English in front of their classmates. The instrument of the study implemented to 154 students who are studying the English language at the Al-Qassim University. The study findings revealed that most students faced difficulties in speaking in the classroom and they have weak performance.

Besides, Alrabai (2014) tested the sources of oral anxiety for university students using FLCAS and found that lack of motivation to attend classes was the main reason for oral anxiety. Al-Saraj (2013) worked with ten female students using questionnaires, interviews, and class observations. Based on the participants' responses, he concluded that teaching technique, the interaction between teachers and students, apprehension of negative evaluation and communication style are the most common causes of language anxiety.
Asif (2017) examined Turkish students' speaking anxiety and its causes. Samples of the study were 147 students who study English in Preparatory Year at State University. This study used a questionnaire to the participants to discover their anxiety level. The results revealed that the participants observe a moderate level of speaking anxiety. He also argued that the fear of making mistakes causes oral anxiety for university students.

In their research, Kamaruddin and Abdullah (2015) studied the relationship between English proficiency and anxiety. A negative impact of anxiety on English proficiency was revealed in their findings. Another research carried out by Al-Asmari (2015) studied oral anxiety among students at Al-Taif University in a Preparatory Year. The participants were 64 students with low English language proficiency and 76 students with high English language proficiency. The results revealed a moderate level of anxiety in the English language among the sample of the study. Alshrani (2016) examined the level of anxiety in language among 144 female and 146 male students. So, the results explored high anxiety level in most of the students.
Al-Shalawi (2010) investigated the level of language anxiety for 60 Saudi students at Taif University. He also explored the connection between anxiety and language proficiency in the Saudi setting. The findings showed that the students suffered high anxiety levels.

Summary
The previous studies above suggested that Saudi students' foreign language anxiety is rather high. The findings attained from the above studies show that foreign language anxiety has a significant

impact of   foreign language anxiety on male Saudi students. The present study is similar to most of the previous studies in that it investigates classroom anxiety among Saudi students using a Foreign Language Classroom Anxiety Scale questionnaire (FLCAS). However, it investigates the effects of anxiety that relate to testing anxiety, communicative apprehension, and fear of negative evaluation of Saudi students' performance among those who enrolled in applied linguistics courses in the English Language department in the College of Arts and Sciences at Albaha University. The results of this study reveal that the students feel a moderate level of foreign language anxiety. These findings indicate that it is in line with that of Al-Khotaba et al. (2019), Alsaleh, (2018), Bensalem (2018) Al-Khasawneh (2016), Asif (2017), Alasmari (2015), Kamaruddin and Abdullah (2015), and Al Saraj (2013) and Alsowat ([2016) because they explored a moderate level of anxiety of Saudi university students who majored in the English Language. Also, communicative apprehension and test anxiety appear to be the main cause of classroom anxiety among Saudi students.

Methodology

This research aimed at exploring the effect of a foreign language classroom anxiety on Saudi male students in the College of Science and Arts in Almandaq at Albaha University. This research also aimed to provide solutions that will enable the English language teachers and students to overcome anxiety for them to learn English Language and linguistic and develop their basic skills without difficulties.

Research Questions
1. Do male students at Albaha University have anxiety related to communicative apprehension?
2. Do male students at Albaha University have high test anxiety?
3. Does the fear of negative evaluation affect male students' performance at Albaha University?

Research Hypotheses
1. Male students at Albaha university have anxiety related to communicative apprehension.
2. The male students at Albaha University have high test anxiety.
3. Fear of negative evaluation affects male students' performance at Albaha University.

Participants: Fifty EFL students who are studying applied linguistics courses in the College of Science and Arts, Almandaq branch at Albaha University, participated in this study in the second term 2018. A questionnaire administered to 57 students. However, only 50 students (n= 50) who returned the papers considered as samples for this study.

Research Instrument: The researcher used an anxiety questionnaire as the main instrument for this study to collect data. It contained 15 items adapted from the Horwitz questionnaire of oral performance anxiety (Horwitz, et al., 1986). The questionnaire contained three variables: five items for each test anxiety, fear of negative evaluation and communicative apprehension. A five-Likert scale ranging from 1(strongly agree) to 5 (strongly disagree) used to categorize the data. After examining the instrument with professors in the English Language departments in Almandaq and Qilwah branches of Albaha University for face validity, the final draft of the questionnaire

prepared according to their observations. The Cronbach's Alpha for the list of items is .951 showing excellent internal reliability for the instrument as seen in Table one:

Table 1. *Reliability and Validity of the questionnaire by using alpha-Cronbach test*

Alpha-Cronbach	Reliability	Validity
Overall	0.81	0.951

Table one shows that validity and reliability coefficients for individuals sample for each questionnaire's theme for the overall questionnaire is greater than (50%), of which some are nearest to one. These results show a high level of validity and reliability of the responses. Accordingly, the instrument of this study is valid and reliable. These results offer accurate and conventional statistical analysis.

Procedures:
The data collection finished in the second term in 2018. The first part of the questionnaire is a brief instruction on how to fill it. The questionnaire directed to the participants of the study in their classes. The questions pointed to the students to select the best choice that describes their situation when learning the English Language. They knew the confidentiality of their responses and the information given will only be used for the research. It took the students about 15 minutes to fill in their responses.

Data analysis
After conducting the questionnaire, the study analyzed the data through descriptive statistics. Means, frequency, and percentage to investigate the level of anxiety among the participants. Moreover, the inferential statistics applied to find out if any significant differences or correlations existed among variables.

Findings and Discussion
A questionnaire having 15 items used to measure levels of anxiety. The total score ranged from (1 to 5) because the tool is a 5-Graded Likert Scale.
 Results of the first variable "Communicative apprehension"

Table 2. *Frequency and percentage distribution of the respondents' according to communicative apprehension, (5 statementsX50 participants = 250 responses)*

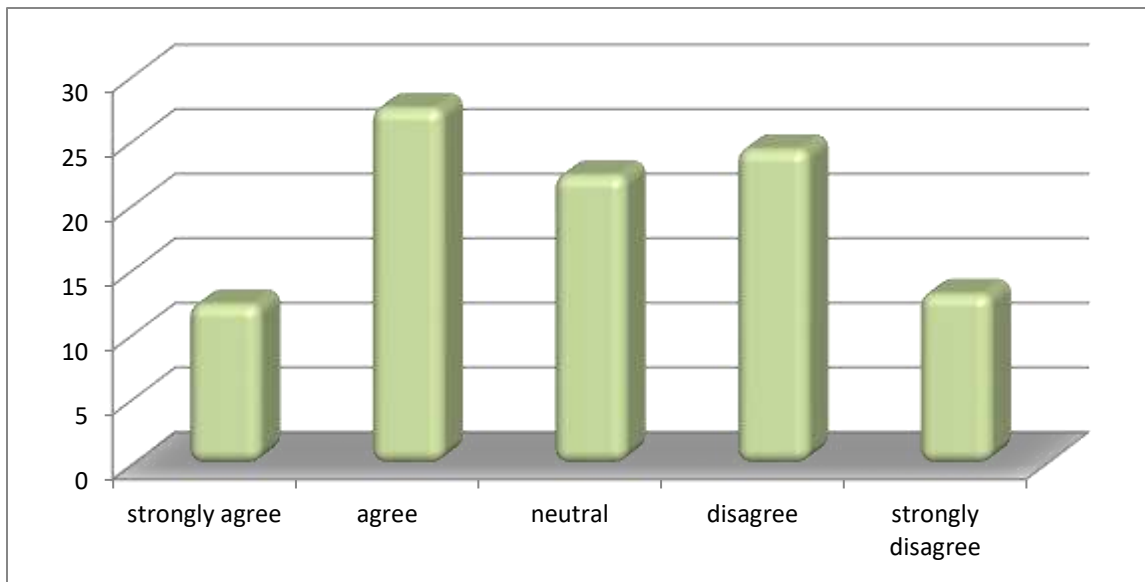| Valid	Frequency	Percent%
strongly agree	33	13.2%
Agree	61	24.4%
Neutral	58	23.2%
disagree	63	25.2%
strongly disagree	35	14%
Total	250	100%

*Figure 1.*Responses of the study samples to communicative apprehension

Table two and figure one showed that (33) responses of the study's samples representing (13.2%), agree strongly to all statements relating to the first variable '*communicative apprehension'*. (61) responses of the participants representing (24.4%) agree and (58) answers representing (23.2%) are not sure, and (63) responses representing (25.2%) disagree, and (35) replies of the participants with 14% disagree strongly. These results justify a slightly high level of communicative anxiety among students enrolled in applied linguistics courses, level two, in the College of Science and Arts in Almandaq at Albaha University.

Results of the second variable, "Test anxiety":

Table 3.: *Frequency and percentage distribution of the respondents' according to 'test anxiety' (5 statementsX50 participants = 250 responses)*

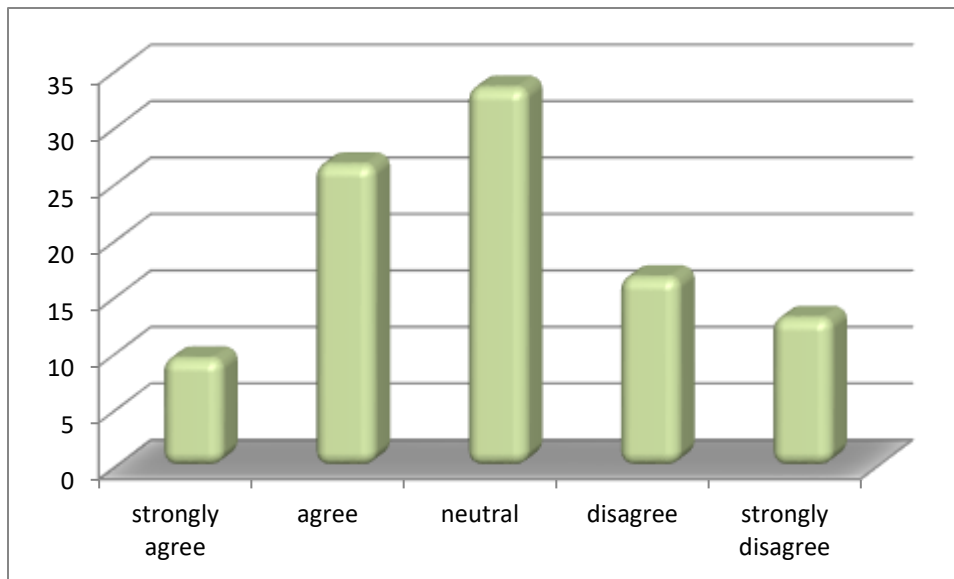| Valid	Frequency	Percent%
strongly agree	24	9.6%
agree	67	26.8%
neutral	84	33.6%
disagree	42	16.8%
strongly disagree	33	13.2%
Total	250	100%

Figure 2. Responses to the study samples to test anxiety

The findings of table three and figure two above shows that (24) responses of the study's sample represented (9.6%) percent agree strongly with all statements related to the *test anxiety* variable. There were (67) answers of the participants represented (26.8%) percent agree with that, and (84) responses of the participants represented (33.6%) percent are not sure about that, and (42%) of the study sample's responses represented (16.8%) disagree. And (33) participants' responses represented 13.2% disagree strongly. These results justify a moderate level of test anxiety among the students who study applied linguistics courses in the College of Sciences and Arts, Almandaq Branch, at Albaha University.

 Results of the third variable 'Fear of negative evaluation'

 Table 4. *The Frequency and percentage distribution of the respondents' according to the 'Fear of negative evaluation' (5 statementsX50 participants = 250 responses)*

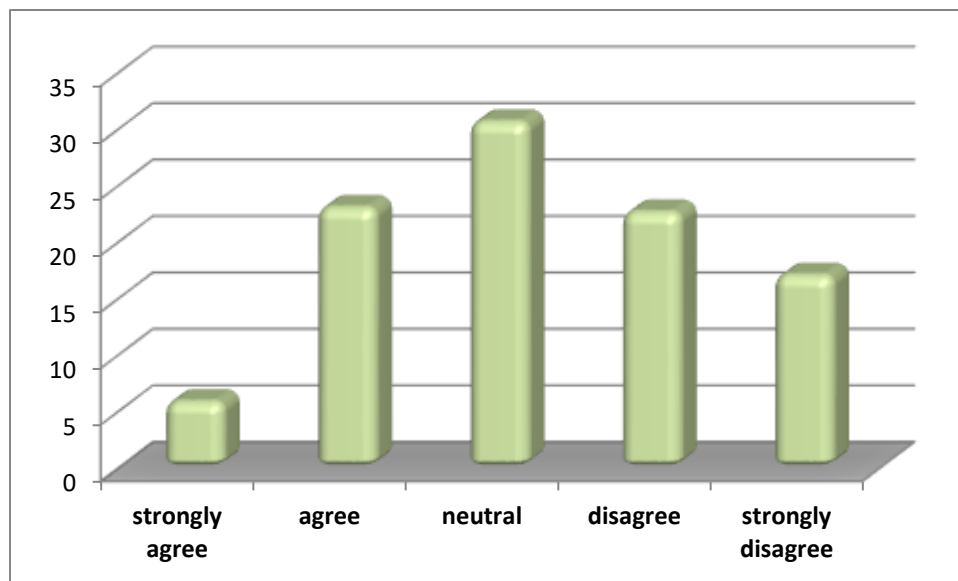| Valid	Frequency	Percent%
strongly agree	15	6.0%
agree	58	23.2%
neutral	77	30.8%
disagree	57	22.8%
strongly disagree	43	17.2%
Total	250	100%

Figure 3.Responses to the study samples to Fear of negative evaluation

From the previous table four and figure no three, it is evident that (15) respondents of the study's sample represent (6.0%) agree strongly with all statements related to the third variable, 'fear of negative evaluation'. There are (58) participants' responses represented (23.2%) agree with that, and (77) samples represented (30.8%) are not sure about that, and (57) samples depicted (22.8%) percent disagree. And (43) persons with 17.2% are strongly disagreed. These results justified a low anxiety level that relates to fear of negative evaluation among students who enrolled in the applied linguistics courses in the College of Sciences and Arts in Almandaq at Albaha University.

Table 5.*Chi-Square Test: Results for participants' responses to the overall questionnaire*

No	Variable's statements	mean	SD	Chi square	p-value
1	communicative apprehension'	3.6	3.8	25	0.000
2	Test anxiety'	3.4	2.5	24	0.000
3	Fear of negative evaluation)	3.3	5.7	23	0.000
4	overall	3.4	4	24	0.000

Source: SPSS 24 (from the applied study)

The mean calculated values of chi-square for the significance of the differences of the participants' responses for the first variable is 25, which is greater than the tabulated value of chi-square on the degree of freedom four and the significant value level 5%, which is 12.3 and also the calculated mean is (3.6) which is greater than the hypothesized mean (2.3). This reveals a statistically significant difference at (0.05) level of the responses given by the respondents', which is in support of the participants who agree with the first hypothesis; *'communicative apprehension'*

The mean calculated values of chi-square for the significance of the differences of the participants' responses for the second variable is 24 which is greater than the tabulated value of

chi-square on the degree of freedom four and the significant value level 5% which is 12.3. and also the calculated mean is (3.4) which is greater than the hypothesized mean (2.3).This result reveals statistically significant differences at the level 0.05 among the responses of the participants, which supported the participants who agree with the second hypothesis that related to *'test anxiety'*

The mean calculated values of chi-square for the significance of the differences of the participants' responses for the third variable is 23 which is greater than the tabulated value of chi-square on the degree of freedom (four) and the significant value level (0.05) which is (12.3). and also the calculated mean is (3.3) which is greater than the hypothesized mean (2.3).This indicates statistically significant differences at the level (0.05) among the responses of the participants who agree with the third variable '*Fear of negative evaluation'. Based on the findings mentioned above, all the hypotheses formulated in this study are accepted.*

The mean calculated values of chi-square for the significance of the differences of the participants' responses for the overall variable is 24 which is greater than the tabulated value of chi-square on the degree of freedom four and the significant value level (0.05) which is (12.3). And also the calculated mean is (3.4) which is greater than the hypothesized mean (2.3).This indicates statistically significant differences at the level (0.05) among the responses of the participants who agree with all hypotheses of the study. This indicates that Saudi male students at the College of Science and Arts at Albaha University, who enroll in applied linguistics courses (level-2), experience a moderate level of foreign language classroom anxiety.

These findings of this study confirmed the hypotheses of the study
1. Male students at Albaha university have slightly high anxiety levels related to communicative apprehension.
2. The male students at Albaha University have a moderate level of test anxiety.
3.Male students at Albaha university experienced a low level of anxiety related to the fear of negative evaluation.

Conclusion
The current research aims to explore the effects of anxiety on Saudi male students' performance at Albaha University. It contributes greatly to the field of applied linguistics and language learning in the Saudi context. The instrument of the study contains fifteen elements, with the variables divided into three segments they are communicative apprehension, test anxiety, and Fear of negative evaluation, respectively. Furthermore, the study findings revealed a slightly higher level of communicative apprehension (3.6), a moderate level of test anxiety (3.4), and the participants experience a low level related to fear of negative evaluation (3.3). The calculated mean is (3.4). The overall mean of the three hypotheses is (3.4) which is greater than the hypothesized mean (2.3).This indicates statistically significant differences at the level (0.05) among the responses of the participants who agree with all hypotheses of the study. This suggests that the students at the College of Science and Arts suffer a moderate level of foreign language anxiety. These findings can help teachers to overcome the students' anxiety which results in better achievements and performance. It further helps instructors in making students feel relaxed and speak without hesitation.

These findings, further, showed a high level of communicative apprehension among male students at Albaha University. They showed a moderate level of test anxiety; and finally, the results revealed a low level of anxiety related to fear of negative evaluation among the students in the College of Arts and Sciences in Almandaq at Albaha University

In sum, the results of the current research paper as presented above are in line with most of the previous studies' findings such as: Alkhotaba et al.(2019), Alsaleh (2018), Alkhasawneh (2016), Sibel (2015), Al-Asmari (2015) Asif (2017), Alasmari (2015), Kamaruddin and Abdullah (2015), and Al Saraj (2013). Communicative apprehension seems to be the major cause of foreign language anxiety among Saudi students. These levels of anxiety cause some problems to the students such as lack of confidence to express their thoughts in English, and their communication and cause a delay in the progress of their communication ability (Wu & Lin, 2014).

Recommendations

In light of the findings, the study recommended the following: Firstly, the language should be practiced by students inside the classroom with the teacher and their classmates. Secondly, the students should make conversations with EFL speakers outside the classroom such as: when they meet doctors and nurses in hospitals or supermarkets when they meet Indian or Pakistani people. Thirdly, teachers should motivate students to participate in English in the classroom without correcting them. Also, the teachers of English should increase the students' self-confidence and reinforce them as well as appreciating their work in the classroom. Also, they should encourage their students to speak confidently without anxiety or fear of making mistakes. Finally, the staff of the English department should set a program to help the students to feel relaxed and to speak English without hesitation.

Implications

Furthermore, this paper provided teachers with some important implications that will enable them to deal with the anxiety of students' performance in the classroom in the Saudi context and also in the teaching of the foreign languages as an ultimate goal. Teachers should use games to create a relaxed atmosphere. They should also try to change the traditional teaching methods that focused mostly on teachers by other methods that activate the role of the students, i.e. students centered-approach. Finally, these great pedagogical implications can help instructors to overcome the language of classroom anxiety supported by recommendations. This study focused on male students at Albaha University, future studies should investigate the impact of oral anxiety on female students' performance. The current study investigated the effects of foreign language anxiety on Saudi male students at Albaha University. However, future studies should investigate the impact of FLA on female students in the Saudi context, exploring the cultural context and its impact in raising speaking anxiety, and a comparative study between males and females' performance.

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Appendix
Oral Performance Anxiety Questionnaire

This questionnaire adapted the Foreign Language Classroom Anxiety Scale developed by Horwitz et al.(1986) and used to measure Foreign Language Classroom Anxiety. They used a questionnaire that contains 33 items. However, 15 items selected from Horwitz's questionnaire for this study. Five Likert Scale ranged from strongly agree to disagree strongly used to collect the data concerning the English language oral performance anxiety in the classroom. Please read each statement and circle the answer according to how you feel in English classroom. Your answers will be confidential.

1= strongly agree   2= agree   3 = not sure   4= disagree   5 = strongly disagree

No	Statements	1	2	3	4	5
[1]	**Communicative Apprehension**					
	- It embarrasses me to volunteer answers in my English language class.					
1	- I am afraid that my English language teacher is ready to correct every					
2	mistake I make.					
3	- I always feel that the other students speak the English language better than					
4	I do.					
5	I get nervous and confused when I am speaking in my English language class					
[2]	- I am afraid that the other students will laugh at me when I speak the English language					
6	**Test anxiety**					
7	-I never feel quite sure of myself when I am speaking in my English					
8	language class.					
9	-I tremble when I know that I'm going to be called on in the English					
10	language class.					
[3]	- I start to panic when I have to speak without preparation in English					
	language class.					
11	- I get upset when I don't understand what the teacher is correcting					
12	- I get nervous when I don't understand every word the English language					
13	teacher says.					
14	**Fear of Negative evaluation**					
15	-I worry about the consequences of failing my English language class.					
	- Even if I am well prepared for English language class, I feel anxious about it.					
	- I feel more tense and nervous in my English language class than in other types.					
	- I feel overwhelmed by the number of rules you have to learn to speak the English language.					
	- I get nervous when the English language teacher asks a question which I haven't prepared in advance.					