**EFL Future Engineers’ Language Anxiety: Performing Classroom Final Project Presentations and Oral Examinations**

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**Abstract**

FLA among undergraduate students has been investigated for many years. These students have experienced different levels of foreign language anxiety due to several variables. These different levels of FLA have always led the learners of EFL / ESL to feel anxious during final summative examinations, which has always been considered as a barrier impeding the perception and production of their target language. One of these summative examinations is final oral assessments. In this context, several EFL Future engineers show anxiety when performing classroom final project presentations and oral examinations at ESPRIT, School of Engineering, Tunisia. Despite the significance of FLA for research and researching, few studies missed the correlation between anxiety and final oral assessments such as public presenting and oral examinations in Tunisian academic settings. Thus, the researchers in this study were interested to review the factors and causes of anxiety as experienced by this type of students so that the right strategies can be implemented. In this study data were collected from 129 participants of both electromechanical and civil engineering second year students through an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, et al. (1986). The results show that FLA is the result of seven factors and six causes impeding undergraduate students from accomplishing the task of speaking their minds orally. It follows, some implications for language teaching are offered to cope with such a complex phenomenon in reducing EFL Future Engineers’ Language Anxiety while performing Final Project Presentations and Oral Examinations.

**KEYWORDS: Anxiety in English Language, Foreign Language Anxiety, Oral Performances, Undergraduate EFL Engineering Students.**