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**Investigating Undergraduate Students' Public Speaking Anxiety  
in their English Speaking Classes: The Case of Freshmen**

**A Dissertation Submitted to the Department of Foreign Languages (English) in Partial  
Fulfillment of the Requirements for a Master's Degree in Didactics**

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## DEDICATION

I would like to start by thanking god for making this blessing possible , then my beloved self for all the efforts I made and the hardships I had to go through in order to be here .

To my beloved mother who has supported me during this difficult stressful period of my life , I wouldn't have done it without you , and to my small group of friends Sabine , Rania , Rayane , Foued and Hocine I love you all so much .

A special dedication to my fiancé Azzedine who has been nothing but loving and supportive may god bless you.

### ***HAYET ILHEM OUCHEBEUR***

To the person who gave me life and brought lightning into it. My gorgeous mother, "anissa mahiouti," was and continues to be my hero. She has shared in all of my pleasures and sorrows, struggles, failures, and successes. I like to send my best wishes on his graduation to my sister Hiba, my friend Lahcen, Raouf, and Mokhtar, as well as to my dear brother "Adel," who supported me during some of my most trying times.

And to those who believe they can tear me down, I would answer that I am powerless without you.

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### **Abstract**

Students must conquer their fear of public speaking before moving from academic to professional life. The purpose of this research is to investigate the reasons of anxiety in undergraduate students in their oral classes and to offer strategies to help them overcome their anxieties. By using student and instructor questionnaires, this study explored both of quantitative and qualitative research methodology on a sample of 35 students and 5 teachers from IBN KHALDOUN UNIVERSITY – TIARET faculty of letters and language department of foreign languages English section. According to the research, students who face difficulties with public speaking can perform well if they use specific strategies to overcome their fear, the majority of the participants confess of being stressed when asked to give an oral presentation, while others admitted that public speaking anxiety makes learning English more difficult, therefore, studies has shown that public speaking anxiety can affect EFL learners on a medium level, which lead us into investigating this problem with hope of helping students like ourselves to cure this anxiety, providing many solutions and psychological practices approved by many teachers and specialists in the field. in the hopes of improving students oral skills and participations in both academic and professional life.

**Keywords:** anxiety, stress, public speaking.

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**LIST OF ABBREVIATIONS**

**E.F.L**            English as a foraging language

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## GENERAL INTRODUCTION

Many studies have been conducted in the field of second language education to investigate learners' aversive aspects and their influence on developing the language successes and failures. Indeed, because of its powerful influences on learning, experts in the field have developed a strong interest in the role of affective variables in the learning environment on Both EFL learners and teachers. The study looks at the phenomena of anxiety in the realm of bilingualism. Furthermore, anxiety has been the most studied affective element since many researchers feel that anxiety is the most significant affective emotional element that influences language learning as said by (Horwitz 2001: 34). It's the most affective variable that's gotten a lot of attention according to (Hedge 2000: 20). Learning to speak in another language is not a simple endeavor; in fact, it is one of the most difficult challenges learners can face. Furthermore, the major objective of any language study is to achieve fluency and to be able to communicate well in the chosen language.

Nevertheless, speaking in the target language necessitates some certain level of motivation and commitment by students to engage in the class. Sadly, not all language learners are in the same boat. As a result, one of the most prevalent problems experienced by many English language instructors in the classroom is their students' refusal to communicate , which is the subject of the current study. Because of the universality of the problem, a lot of studies are being done in this field. Furthermore, the purpose of this study is to look into the following: For starters : the study implicates the importance of speaking and its important elements whatsoever , it sheds the light on the value of speaking a second language with all it's different aspects and the difficulties any EFL learner can face including anxiety which

leads us to the next thing decussated in the present study which is public speaking anxiety with all it's the different fields related to like the causes and symptoms and many ways to cure this mental disorder by professionals in the field .

The research questions were conducted as followed , what is public speaking anxiety and what are it's symptoms and solutions , the previous research questions requires the following hypothesis ,the first one presented public speaking anxiety as a fear of presentation that comes from a high level of stress and insecurities that learners may feel during the class due to lack of vocabulary or many other aspects that students may face like fear of being judged and badly valued by teachers and their classmates or simply being afraid to be less skilled than others which leads to hypotheses number two , symptoms .

Like any other mental disorder or anxiety public speaking anxiety has its own symptoms it may show as shaky hands , mumbling during the speech , sweating , fast heart beat . Mental symptoms are as well included such as memory loss, lack of sense and fear of the failure and negative judgment. In addition to some theoretical solutions that were suggested like preparation , positive thinking , practicing in front of an audience , relaxation and of course psychological treatments at the worst cases . furthermore this research was guided by two questionnaires the first one was for first year students and the second for their oral teachers , each with very specific different questions , the first questionnaire was distributed on 35 EFL learners at IBN KHALDOUN UNIVERSITY – TIARET faculty of letters and language department of foreign language English section specifically to first year students that are considered less experienced and more related to our case , while the second questionnaire was distributed to five oral teachers which we are very thankful for their help and understanding , along with the analysis that showed that 51% of first years students feel sometimes stressed

while presenting , while 69% of them claims that teachers don't make efforts to help them through in addition to 69% of the learners admitting that this anxiety makes learning English very difficult indeed . Finally , this work was carried out in order to present this shared matter of public speaking anxiety not only for students and teachers but in life generally as well as to unmask the reason behind the level of stress and anxiety that first year English student feel before , during or after their presentation and of course it's physical and mental symptoms and the causes of it , in addition to the solutions and cures that are suggested by experts in the field and therapist like meditation includes deep breath taking and mind clearing in order to focus on the target language only and how to master it , preparation and positive thinking that covers practice , taking second language classes , reading more often . In the end there is relaxation and peer-seeking that demonstrates a technique that encourages foreign students to interfere with one another in order to increase the level of communication and decrease the lack of confidence at the same time .

Lastly , moving on to the structure of the dissertation that is presented as three chapters , the first chapter submitted as a literature review that shed the light on the different aspects of public speaking anxiety and covered some solutions along , the second chapter includes research methodology , data analysis and interpretation of the results of the research . and the final chapter covers the discussion the questionnaires in addition to some recommendations and the general conclusion .

**CHAPTER ONE**  
**LITERATURE REVIEW**

## **1.Introduction**

One of many obstacles that students are facing nowadays is the fear of a presentation in a class room or an amphitheater, the urge of presenting a good work and giving a proper image is always present, but the fear that comes right after destroys every bit of it, the brain freezes, the body follows. And all in a sudden everything goes black. Yet! It is never too late nor impossible to get over an unreal fear. Public speaking anxiety is a mental disorder that could be a life changing and a barrier to many who cannot get over it , the purpose of this chapter is to shed light on the fear of giving a public oral presentation, for first year English students in their oral class, as well as to explain the problem and its origins. Aside from that, it goes through numerous facets of the subject, studies that have been done on it, and various ways for dealing with this type of anxiety.

### **2.1Definition of speaking**

Generally, speaking is transmitting the language through the mouth. We use numerous parts of our bodies to make sounds, including lungs, vocals, vocal chords, tongue, teeth, and lips, to speak. One of the four language skills is speaking that represents people's thoughts and personalities, as well as the process of expressing one's ideas and beliefs. Furthermore, Speaking is regarded as a much needed skill that indicates one's mastery and linguistic abilities and is essential for effective and successful communication. At least one listener is usually required for this vocalized form of language. A "dialogue" is a conversation in which two or more persons speak or converse to each other. Dialogue is a natural way for speech to flow from one person to another. It can also be planned and anticipated, such as when giving a speech or a presentation. Naturally, some people converse with themselves. In fact, some

English students practice speaking in front of a mirror alone, or sometimes with a group of family members or close friends where they feel most comfortable.

Yet, others may find it difficult to acquire this skill. For as simple as it might look, many people, students including face hardships during communication depending on the person of course some face difficulties in transmitting their ideas, some with grammar and vocabulary and others with public presentation during their classes, they face many fears and anxieties such as Glossophobia or “public speaking anxiety”.

Some people are quite adept at communicating; their verbal skills can be quite amazing; yet, when they are in front of a crowd, everything crumbles; the dread of being stared at and concentrated on dominates the brain, causing it to freeze, hands shaking, sweats, and many other symptoms that may appear on the person giving a public speech.

## **2.2 Elements of Speaking**

Learners must be able to speak the second language fluently and accurately, and they must understand some key features in order to build this competence. According to Harmer (2001:269), the capacity to speak English presupposes the following elements for spoken production:

**1) Language characteristics** the factors listed below are required for effective speaking.

**a) Connected speech:** is required by English speakers in order to produce more connected sounds rather than isolated phonemes. In the related speech, these sounds may be adjusted, removed, added, or weakened.

**b) Expressive devices:** it aids the communication of meaning amongst fluent English speakers. They efficiently use phonological principles, which refer to the pitch and stress of



specific sections of utterances, modify volume and speed, and convey how they are feeling by various physical and non-verbal means.

c) **Lexis and grammar:** Learners frequently employ the same lexical structures while producing language functions. The teacher's job is to equip them with a variety of phrases that serve various purposes so that they can utilize them at various stages of connection with others.

d) **Negotiation language** Learners gain greatly from the use of negotiating language; they frequently inquire about details while listening to others speak. As a result, when they seek explanation from other speakers, the teachers must give them with the relevant expressions. If learners want to be understood and clear, they must also perform their utterances correctly, especially if they can perceive that the other interlocutors do not comprehend them.

**2) Social processing:** The following are the necessary speech processing skills:

a) **Language processing:** this refers to a learner's or speaker's ability to process language in their thinking by arranging it in a logical order so that other interlocutors can understand and receive the intended messages. Speakers should also be able to recall words and phrases from their memories in order to use them in conversations with others.

b) **Interacting with others:** most speaking circumstances involve two or more interlocutors, which mean that an effective speaker must be able to listen and understand what others are saying before reacting by taking turns or allowing others to do so.

c) **Information processing:** this refers to the ability to process information efficiently in the mind, i.e. the time it takes for speakers to receive information and be ready to respond to what others have to say.

### 2.3 Speaking required sub-skills

Fluency and accuracy are important features in the communicative approach, because they are considered as complementary in completing a task. We want to emphasize the important features that EFL learners should have in order to be proficient in speaking , or to score proficiency in speaking English, under this title.

- a) **Fluency** Oral fluency is the most important aspect of a speaker's performance, and it is the fundamental goal teachers want to accomplish while teaching the productive skill of speaking. Fluency is defined as the ability to speak and understand English as quickly and easily as possible without the use of a translator. Hughes (2002:14) defines it as the ability to explain oneself without hesitation in a clear, rational, and correct manner; otherwise, communication will break down. Because if one does not have a command of the spoken language, listeners will lose interest.
- b) **Accuracy** Learners are more concerned with being fluent than with being correct, hence teachers are emphasizing the term "accuracy" in their instruction. According to Ellis & Barkhuizen (2005:139), accuracy refers to "how successfully one's speech is generated in reference to the target language's rule structure." As a result, learners should focus on a number of factors, including grammatical structure, vocabulary, pronunciation, and the wholeness of the language form.
- c) **Grammar** Speech grammar differs from that of writing. The following features of spoken grammar are listed by Thornbury (2005: 20) :

The basic unit of construction is the clause.

- Clauses are frequently added at the end of a sentence (co-ordinate).

- Constructed with a head, body, and tail.
- Direct speech is preferred.
- There is a lot of ellipsis.
- There are a lot of question tags.
- Effects on performance (hesitation, repeats, false starts, incompleteness, syntactic blends).

d) **Vocabulary** "Knowledge of the word classes also permits speakers to deliver effectively structured utterances," writes Harmer (2001:229). When it comes to vocabulary, accuracy refers to selecting the right words at the right time throughout a speech. EFL students frequently struggle to explain themselves; they lack the necessary vocabulary, and they frequently employ inappropriate terms, such as synonyms, which may not have the same meaning in all circumstances.

e) **Pronunciation** Because of its pronunciation, the English language has long been regarded as a difficult language to master by both native and non-native English speakers (word sounds). The term "pronunciation" refers to "saying words in a way that is widely accepted or understood." As a result, if the pronunciation is incorrect, the speakers will not be understood and accuracy will not be obtained.

## 2.4 Listening and speaking integration

Speaking and listening are two basic abilities in obtaining communicative competence in language learning when considering aural skills. As a result, part of becoming a proficient speaker involves listening to oral language and comprehending what is said in order to

provide accurate responses. Because speaking is rarely done alone, as Redmond and Vrchota (2007:120) put it, "speakers are at the mercy of listeners." Nonetheless, hearing also necessitates a variety of procedures, including perception, interpretation, assessment, retention, recall, and reaction to the speakers (Ibid.). As a result, listening cannot take place in emptiness; it is needed to listen to some kind of a speech or any other form of talking procedure. Lastly, both the speaker and the listener must participate in communication by interacting and negotiating orally. The speaker produces effort to accommodate, and the audience is engaged. And then tries to successfully process it.

## **2.5 Public speaking**

### **2.5.1 Definition**

In both business and education, as well as in public life, public speaking is very essential. Talking to a massive number of crowds has numerous advantages for both individuals and businesses. It's essentially a live presentation in front of an audience. Public speeches can touch on a wide range of themes. The purpose of the speech could be to inform, entertain, or influence the audience. Illustrations in the form of a digital show are regularly utilized to supplement the speech. As a response, the audience will find it more intriguing. Yet, many people still struggle to give a competent public speech or oral presentation in front of their peers during class, despite the fact that being able to give a public speech, whether it is for a work meeting, a business opportunity, or a class presentation, is extremely vital.

### **2.5.2 The importance of public speaking**

Since fear of public speaking is very common, people usually avoid it, depending on their personalities and interests, some may be shy, others introverts. Speech or speaking in public plays a major part in many fields such as business, government and of course education over the years. The power of words can be very persuasive and educational, and even an entertainment for the public. As a consequence, the public will be more interested, the word spoken can be even more powerful than the written one. Thus, no matter how important it is the fear of talking out loud to a numerous group of people still makes some very nervous and anxious which could lead to a result that may destroy someone's life or future, that is unfortunately very hard to maintain yet not impossible with the right motivation and a little bit of persistence.

## **2.6 public speaking anxiety**

### **2.6.1 Definition**

The anxiousness a speaker feels before or during a presentation is best defined as speech anxiety. Anxiety is characterized by sweaty hands, a shaky voice, a dry throat, breathing difficulty, and even memory loss. The symptoms anyone can face as an individual are difficult to predict. It helps to remember, though, that practically every speaker has dealt with some form of speech anxiety. Even professional speakers experience some nervousness from time to time. Anxiety levels differ from person to person. Some presenters will admit having little to no nervousness while speaking, while others will admit to being terrified of speaking in front of an audience. In a funeral some say they'd rather be in the casket than giving the eulogy.

Anxiety is described as a feeling of unease and worry brought on by the expectation of something dangerous. Anxiety disorders are among the most prevalent mental problems encountered by public presenters, according to Kirkwood and Melton (2002). People who

experience anxiety while speaking in public seek to avoid circumstances in which they must perform, but when they do, they suffer significant distress and discomfort. According to Kant (2000), those who illustrate their fear of public speaking and fail to make a strong impression through confident motions are negatively analyzed and appraised by the general public. These issues can act as barriers to achieving personal and professional goals; as a result, speakers must build strong public speaking abilities in order to gain confidence.

### **2.6.2 Causes of anxiety**

Affective elements, which include student's feelings and personalities, are a source of anxiety. Students must recall the subject being studied in language acquisition if they wish to feel secure when speaking. Before interacting with others, learners must have a thorough comprehension of the topics they wish to impart. In their study, Kasbi and Shirvan (2017) discovered that a high level of speaking anxiety is affected by students' lack of understanding on the issues they address. Students' lack of enthusiasm in learning more about the issues discussed results in reduced knowledge of the topics addressed. When students are expected to speak about subjects in which they are weak, they will become nervous. Anxiety can also be caused by people speaking in foreign language classes. Teachers and students interact regularly in EFL classes. As a result, students may experience fear when talking with their teachers. As a result, teachers must select learning approaches that will enable students to be more creative and follow the learning process in language class.

### **2.6.3 Symptoms of public speaking anxiety**

There are three types of symptoms to watch out for with any sort of anxiety: cognitive, behavioral, and physical. Here's how things might appear:

- a) **Cognitive of public speaking anxiety** Public speaking anxiety, like social and performance anxiety, stems from a fear of being judged adversely. This could refer to

audience reactions to the performance or the fact that nervousness is "on display" for all to see. The student may then begin to scan the room and people's faces for signs of being judged poorly, which just adds to their anxiousness. Unhelpful thinking styles and interpretations can also play a role, causing the learner to focus on how 'terrible' the situation is (increasing anxiety) and exaggerate any minor mistakes. They may also begin to pay attention to the physical sensations in their bodies, fearing that others will notice and judge them harshly as a result.

Unfortunately, when anxiety levels reach dangerously high levels, and the speaker becomes hyper focused on how to get out of the public speaking scenario, it can be difficult to remember what they are saying. This, in turn, makes the anxiousness worse.

**b) Physical symptoms of public speaking anxiety** anxiety causes the speaker's body to go through a sequence of physical changes in order to keep them safe, such as fighting, fleeing, or freezing. Symptoms such as racing heart, chest tightness, stress and sweating are frequent in instances of performance anxiety. Some of these signs and symptoms might be extremely distressing (and even lead to panic attacks).

**c) Public speaking anxiety behavioral symptoms** avoidance can be plainly seen when it comes to Glossophobia or anxiety of public speaking (e.g., putting on particular types of clothes to disguise perspiration, relying heavily on visual aids such as videos to take the focus off the speaker, or just keeping their eyes on the page rather than looking at the audience). The use of medication and alcohol to alleviate the physical symptoms of anxiety is also possible.

#### **2.6.4 Diagnosis of public speaking anxiety**

Because the actual cause of Glossophobia may be a combination of circumstances, a mental health practitioner may utilize a range of ways to diagnose it. The signs and symptoms

that an individual displays, as well as an examination of their medical, social, and family history, are used to make a diagnosis. In addition, the Diagnostic and Statistical Manual of Mental Disorders, which is presently in its 5th edition, is frequently used to identify the diagnosis using symptom assessments and individual interviews.

Glossophobia or public speaking anxiety manifests itself in a variety of ways, the most typical of these occurrences happen when a person is asked to talk in public or is already speaking in public. The fight-or-flight reaction, in which the body releases adrenaline to prepare for defense against perceived dangers, causes physical symptoms. Increased blood pressure, a faster heart rate, perspiration, muscle stiffness, nausea, and a dry mouth are all signs of this reaction. Many of these symptoms are similar to those of a panic attack, as people may experience anxiety when speaking in public. A weakened tone of voice, a shaking or trembling voice, and stammering are all possible verbal symptoms. During public speaking, these might often induce nonverbal symptoms such as excessive anxiety, stress, shame, and fear of being judged.

In some situations, a physical examination, laboratory testing (e.g., blood tests and urine samples), or brain imaging may be required in addition to a review of signs and symptoms to rule out other conditions that may be affecting an individual's mental health or that cause comparable symptoms (e.g., psychiatric diseases, cancers affecting the brain, or recent trauma). Other mental health issues, such anxiety disorder, depression or addiction disorders, may coexist with Glossophobia. A complete evaluation by a mental health specialist is critical in order to correctly address the linked problems.

The brain's pre-frontal lobes categorize memories and are sensitive to anxiety. Dr. Michael DeGeorgia of Case Western University Hospitals explains that the brain goes through a freezing phase than a feeling of anxiousness follows with a high level of stress. The frontal lobe is then turned off and disconnected from the remainder of the brain. It makes



retrieving those memories much more difficult." To protect us, the fight or flight response starts a series of complicated body changes. When our safety is at jeopardy, we must act quickly. In an intersection, we must respond without thinking whether or not to jump out of the way of an oncoming car. Speaking in front of a crowd isn't dangerous. The brain's threat region is unable to discriminate between various dangers.

### **2.6.5 Treatment of public speaking anxiety**

Treatment for public speaking anxiety is mainly determined by the severity of the problem and the patient's medical history. Glossophobia is often addressed with a mix of psychological or behavioral modifications, counseling, and medicines. Relaxation techniques like meditation or deep breathing are frequently recommended. Increased physical activity and more frequent public speaking practice are two other lifestyle changes that may be made. By boosting attention, supporting positive coping mechanisms, and promoting overall health and wellness, these lifestyle adjustments can help minimize the emotional, mental, and physical symptoms of Glossophobia.

Two common psychotherapy therapeutic strategies offered by a licensed mental health professional are exposure therapy (ET) and cognitive-behavioral therapy (CBT). ET involves patients being exposed to circumstances that trigger their Glossophobia, allowing their minds to acclimatize to the triggers and better handle their phobias. CBT, on the other hand, focuses on modifying people's mental, emotional, and behavioral responses to events that might elicit considerable apprehensions about public speaking, including exposure

### **2.7 Foreign Language Anxiety in public speaking**

The majority of language students experience anxiety when learning a foreign language. Students face with stress, doubt, difficulties, loss of trust, disagreement, and unfavorable negotiations when learning a foreign language. Solving challenges connected to English

classes that arise in classrooms has established a tradition of activities for students. According to Kurtus (2001), fear of making mistakes or of appearing less educated is a crucial element in students' phobia of language classes. Furthermore, they are terrified of being judged by others if they make mistakes. When students make mistakes, it is the primary reason for their aversion to speaking English in the classroom.

Learners face their own challenges when it comes to learning the language. It is difficult for students to improve their speaking skills in particular. The issues with speaking ability are as follows (Munjayanah, 2004: 17):

**a) Inhibition** Learners are typically hesitant to speak in a foreign language in the classroom, either because they are afraid of making mistakes or because they are afraid of drawing attention to themselves. This issue becomes more apparent when students attempt to participate in class but are prevented from doing so by a variety of causes. These characteristics include feelings of shyness and anxiety of making mistakes, which are caused by a lack of communication skills and a sense of linguistic inferiority.

**b) What to say?** When EFL Learners are forced to participate in a particular topic, they commonly say "I have nothing to say," "I don't know," "no comment," or they remain quiet. These expressions can be produced by a lack of ambition to express oneself or the issue they have chosen to discuss or talk about, as well as anxiety or fear of embarrassment.

**c) Low participation** the fundamental cause of limited involvement is a lack of understanding of teacher motivation. If the teacher does not motivate their students, the chatty ones will lose interest as well. As a result, one of the teacher's roles is to increase and direct student motivation. This problem is exacerbated by the fact that certain students dominate, while others speak very little or are not tall.

**d) Native language use ( Mother tongue )** Because they are more comfortable and less exposed to the target language, EFL students with the same mother tongue tend to utilize it outside and even inside the classroom. "Barriers to learning can develop if students deliberately or unknowingly transfer cultural rules from their native tongue to a foreign language," according to Baker & Westrup (2003: 12). As a result, if learners continue to be influenced by their mother tongue, they will be unable to use the foreign language correctly. Owing to the tragedy's lack of vocabulary in the target language, learners frequently borrow words from their original tongue.

How EFL learners can improve their public speaking skills in order to achieve their goals, in fact, many ways are offered by teachers, professionals and psychologists, what students need to realize is that public speaking is a gained skill not born with. Both novice and professional public speakers begin at the same level. Experts put in long hours, deliver the same speech hundreds of times, and strive to be the greatest. Speaking is a learned skill, not a gift given at birth. Anyone can become world class if they are prepared to put in the effort to improve their speaking abilities.

## **2.8 Anxiety-Relieving Strategies**

There are many ways and strategies suggested to reduce stress and anxiety by Kondo and Ying-Ling (2004), such as preparations, positive thinking and relaxations ... ext.:

**a) Preparation** there is plenty of data to demonstrate that people with anxiety have a rather high degree of task-relevant thoughts in the evaluation, according to Zaidner (1998, p.66, as referenced in Kondo & Ying-Ling, 2004, p. 263). The preparation method refers to pupils' attempts to overcome their anxiety by improving their learning strategies. When they had not completed Preparation before class, the majority of second-language learners felt anxious. There are a variety of strategies to plan, including reading the materials, taking second

language classes in or out of school, questioning friends and teachers, and focusing on specific areas that may create anxiety.

**b) Positive Thinking** Good thinking situations are attempts to 'divert attention away from tough periods and toward positive and joyful indicators,' as well as to bring comfort to apprehensive students. Many worried students want to improve their self-esteem. They employ a variety of techniques, including striving to relax, visualizing a positive conclusion, thinking about something enjoyable, or not being concerned about the consequences. This method focuses on the learners' personal emotions, effectively demonstrating that worried students have cognitive levels comparable to those of happy students.

What distinguishes them is a mental component, such as a psychological barrier, a fear of making mistakes that would lower their self-esteem, and being too afraid to even consider communicating with the disease. These elements have the potential to obstruct their learning and performance.

Positive thinking emphasizes the importance of controlling negative feelings because they might obstruct the cognitive process. Preparation revolves around using cognition to manage tension. This issue could be based on other survey responses that are preventing exceptional second language achievement.

According to Ganschow and Sparks (1996, cited in Argaman and Abu-Rabi, 2002, p. 150), anxiety regarding a language might be triggered by a lack of proficiency. In other words, a lack of skill might lead to linguistic strain. As a result, adequate preparation can strengthen the ability of students, which, when knowledge improves, can unknowingly reduce the fear of students in English speaking.

**c) Relaxation** Techniques for reducing the indications of tension are included in the relaxation method. Many worried students may have "target audience dread" when they are

required to speak in front of their peers or the general public, or when they are assigned by the instructor to answer a question. Grasha (1987, 2nd Language anxiety and coping skills) said that breathing deeply in and out for 3 to 5 minutes in a persuasive manner could help to reduce tension. Relaxation, which entails strategies aimed at reducing anxiety symptoms, is recommended if one is well organized but still suffers from feelings of stress and worry. Taking a deep breath, attempting to be cool and do your best to participate in the lecture, being a part of the group, and making sure that you have prepared well for the class and assuming that you are as talented as your friends are some basic tactics that learners can apply.

However, the tactics only provide a transient sense of relaxation and are insufficiently potent for those with high levels of anxiety because they primarily focus on soothing anxious physiological feelings and can only operate for a few minutes. Furthermore, it may be most effective in the treatment of situational anxiety.

**d) Peer-seeking** this technique involves fellow foreign language students consulting with one another. Some students who have nervousness while speaking use this method to overcome anxiety when learning a foreign language. In this strategy, they try to compare themselves to their friends or others who have the same difficulty as them. Furthermore, they can form peer study groups. When it comes to lowering student anxiety when studying a foreign language, peer-seeking is an excellent method.

**e) Resignation** Resignation is a tactic that refers to the behavior of pupils who are more prone to postpone studying in order to alleviate their anxiety. They may choose to resign or give up, stop paying attention, accept the situation that is deteriorating, no longer wish to attempt, or even opt to sleep in class as an example of this method. These are some of the most typical approaches students use to conquer their anxiety of learning a second language.

Of course, this has a negative impact on their talents and learning results, despite the fact that this method has been shown to lessen their anxiety. However, if students continue to employ such tactics, they are less likely to have a strong desire to succeed in their studies because they are often gloomy. This perception may be formed as a result of the accumulation of facts that demonstrates their failure.

## **CONCLUSION**

The topics covered in this chapter demonstrate the significance of oral communication in EFL classrooms. As a result, speaking reflects everything that has been discovered in other areas, such as grammar and vocabulary knowledge. Speaking, on the other hand, can be difficult to achieve if anxiousness is present. This chapter also discusses communication apprehension and how it impacts learners' capacity to communicate, as well as the available documents and effects of anxiety on foreign language acquisition.

**CHAPTER TWO**  
**RESEARCH METHODOLOGY AND DATA**  
**ANALYSIS**

## **1.Introduction**

This chapter explains the methodology followed to execute this research. It is devoted mainly to discuss and investigate university EFL learner's anxiety in public oral presentation at the English department of IBN KHALDOUN University.

Accordingly, the statistical analysis of the findings is the focus of this chapter. It clarifies the adopted design and method, sampling techniques, as well as the carefully selected data collection tools that fit this study. Needless to add that the analytic and interpretive endeavor of these research findings also makes part of this chapter's thematic.

### **2.1. Research methodology**

The utmost endeavor of any research is to conduct a study that provides data through which a given area of research and knowledge can be solidified and advanced. The choice of research rationalized on a lucid basis plays an essential role towards substantial findings. Proceeding on this assumption, we have adopted a mixed method mode of inquiry in order to adequately gather the data that validate or invalidate the formerly stated hypotheses. Quantitative closed ended questions and qualitative open ended questions were implied in a questionnaire for both 35 students and 5 teachers. To produce a fuller account of the research problem" (Głogowska, 2011, Zhang and Creswell, 2013) as cited in (Halcomb & Hickman, 2015, p. 3). At the macro level, quantitative research is the collection and analysis of data that is meant to be represented in numerical forms in sequential stages. Whereas qualitative research involves "a process of building a complex and holistic picture of the phenomenon of interest, conducted in a natural setting" (Abawi, 2008, p. 5); it digs deeper into the studied contexts and its participants to consider a variety of possible perspectives. . Nonetheless, exploratory research is often qualitative in nature; a study with a large sample conducted in an



exploratory manner can be quantitative as well. The exploratory questions of this research are designed to understand more about what learners face during their oral presentations.

This study highlights one of the most difficult barriers that learners face during their oral presentations .It aims to attain knowledge and understanding of the impact of this problem on first year English learner's oral interpretation at IBN KHALDOUN university.

### **2.1.1. Population and sampling techniques**

As previously stated, the selected sample is oral teachers and first year license students of English belonging to the department of English language, IBN KHALDOUN University. All the participants kindly and formally sign their consent to take part of the study and contribute to an accurate data collection process. This purposeless choice of set of participants is considered as simple random sampling that contributed effectively in collecting a variety of answers which offered a chance to perform data analysis that has less risk of carrying an error of unconscious bias that would be reflected in the data collected. But at the cost of efficiency within the research process.

### **2.1.2. Data collection tools**

Over the course of conducting this study we seek to highlight one of the most difficult barriers that teachers and learners face during their oral classes and presentations. We are on the lookout to discuss the impact of this problem on first year English learner's oral interpretation at IBN KHALDOUN University. Thus, the purpose of this study is to find out if there is a relationship between anxiety and student's performance. To reach the aim of this research, we collected data from teachers' and students' suggestions and opinions about the

two aspects of anxiety and speaking. So, we distributed two questionnaires to 35 students and 5 teachers.

### 2.1.2.1. The student's questionnaire

A quotation that summarises the purpose of the issue is used to introduce the student survey. It is required of 35 first-year English majors. There are 20 closed-ended questions in all, while the open-ended questions were roughly divided into six categories. The first one asks for "personal information," including the student's name, age, and gender as well as their motivation for choosing English as their major. The second section, "Anxiety in Learning," seeks to understand how anxiety impacts the learner's ability to learn. The final portion dives into "oral performance" with the goal of determining how anxiety affects EFL students' spoken performances. The linguistic proficiency of the learner. In the fifth segment, "the causes behind anxiety," the learner's anxiety's causes and symptoms need to be identified. The sixth component, "minimise anxiety level," seeks to discover appropriate terms and substitutes to lessen the anxiety associated with oral interpretation. The survey questions were divided among closed-ended questions, to which students must respond "yes" or "no," and other multiple-choice questions, to which they must select the proper response. Open-ended questions, on the other hand, asked students to defend their responses. To organise the data we collected and make it more comprehensible, we incorporated images and tables. The fourth segment, "Anxiety and Fluency," explores the impact of anxiety on EFL speakers

#### The questionnaire was conducted as followed:

Section one: Personal information.

1. Age :

2. Genre:

A) Male

B) female

Q 01: Why have you chosen English to study at the university?

International language

By passion

Obligatory

Q2: Is Learning English difficult for you?

Yes  no

Section two: anxiety in learning.

Q 03: To what level do you evaluate your English?

Weak

Medium

Excellent

Q4: What do you like most?

Written work submission  oral presentation

Q5: if its oral how often do you participate in class ?

Frequently  sometimes  rarely

Q6: How do you feel when the teacher asks you to present a certain topic in front of the class?

Stressed  comfortable

Section two: oral performing.

Q7: How do you feel when the teacher asks you to present a certain topic in front of the class?

Stressed  comfortable

Q8: does the teacher help you with words and encourage you ?

Yes  No

Q9: is anxiety one of the causes that makes learning English difficult

Yes  No

Q10: to what extent does anxiety affect EFL learners

High  medium  low

Q11: which sort of oral activities do you feel anxious at

Free discussions  role play  reporting

Section five: The causes behind anxiety.

Q12: do you feel offended when the anxiety physical symptoms show in fort of one of your classmates

Yes  No

Q13: Which of this symptoms do you get when the teacher ask you to speak?

Blushing  shaky hands  voice changing  thirsty

Q14: why do you think you get such symptoms?

. lack of confidence  stress

introvert student  fear of failure

Q15: to what extent does anxiety affect your fluency

Low  high  intermediate

Q16: do you worry when your classmates are more fluent thane you ?

Yes  no

Sexton five

Q17 : what are the causes behind anxiety according to you ?

Lack of motivation

Fear of failure

Lack of preparation

Lack of confidence

Sexton six

Q18 : How can you reduce your anxiety ?

Practice the deep breath  Practice and prepare

Try to walk and talk  Drink water

### 2.1.2.2 Teacher's Questionnaire

The questionnaire contains (02) sections with (09) questions. Section one is about the personal information aimed to gather teacher's information such as their qualifications .Section two labeled "speaking skills with anxiety" intends to understand teacher's to know perspectives of oral teachers on the impact of foreign language anxiety on student's speaking skills. The questions are "yes" or "no" answers with justifications, or to choose the correct answer from a list of options, or to answer open questions in which teachers are required to give extra options according to their proficiency and experiences. Finally to organize our work, we used tables and graphics in order to arrange our findings.

Section one: personal information.

1. Gender:

A) Male:

b) Female:

2. Teacher's qualifications:

A.B.A (license):

B.M.A (master/magister):

C.phd (doctorate):

Section two: speaking skills and anxiety.

Q1: Do you like teaching oral expression module?

Justify either answer

Yes

.....  
 No

.....  
 Q2: how many students participate in oral expression classes

1-10     11-20     21-30     more than 30

Q3: have you ever noticed any anxious students during their oral presentation?

Yes                                   no

Q4: In which speaking activities did you notice more anxious students ?

Circle talking                           free discussion   
 role play     peer assessment

Q5: do you think anxiety is one of the reasons why students don't achieve in oral expression?

Yes     no

Q6: If yes how many cases of anxious students have you witnessed in oral expression classes?

0 - 5                           6 - 10                           more than 10

Q7: Drawing on your teaching experience, which speaking activities do your students feel comfortable with?

Play role

Presenting prepared dialogue

Free discussion

Circle talk

Q8: which sort of feedback do you give to your students?

Positive                       negative                       no feedback given

Q9: what do you suggest to minimize student anxiety in oral expression classes?

.....

.....

.....

### 2.1.3. Data analysis methods

An established survey has been used to conduct this inquiry . As for the sake of research objectives, qualitative data collected from direct open ended questions were examined through the use of a thematic analysis in which we familiarized the data, assigned the codes to the data collected in order to describe the content , searched for themes and patterns within the codes, reviewed the themes and reported the data. However, quantitative data in closed ended questions were analyzed using a descriptive statistical analysis in which we described the basic features of the study data including the size of the sample, the center of our data, to

assessing the shape and spread of the data distribution and to compare data from different groups. The former process has led us to gather multi angled data that are the core concern of this dissertation. The presentation of the results systematically followed the measures of descriptive statistical and thematic analysis in which we ordered how our hypotheses were listed to provide an organized closure to our research questions. In regards to how we analyzed our data, teacher's and student's questionnaires were scrutinized independently.

## **2.2. Results**

These are the results of the analysis of the questionnaire .

### **2.2.1. Student's questionnaire analysis**

#### **Section one**

This section contains a group of questions directed to first years students in the purpose of revealing the level of anxiety and its approaches and effects on them.

**Q1:** why have you chosen English to study at the university?



**Table 2.1.**

The students' choice.

suggestions	International language	By passion	obligatory
Participants ( n = 35 )	21	11	3
Percentage ( 100% )	60%	31%	9%

This table represents the reason why the participants chose to study English. The following are student's answers and suggestions: because English is an international language, because it's a passion or compulsory. In regards of those who have chosen "international language" are 21 making up for (60%) and the part of sample who have chosen "by passion" are 11 making up for (31%) and the part of the sample who have chosen "obligatory" are 3 making up for (9%) most of the learners responded "because it is an international language". . Namely, the majority of the rising generation intends to study English. Despite this, a big number of students want to study English because it is a global language yet anxiety is one of the reasons that prevents students from performing in class or out to practice their English. It breaks their will to show how good they can be.

**Q2:** Is learning English difficult for you?

**Table 2.2**

Student's perspective about English.

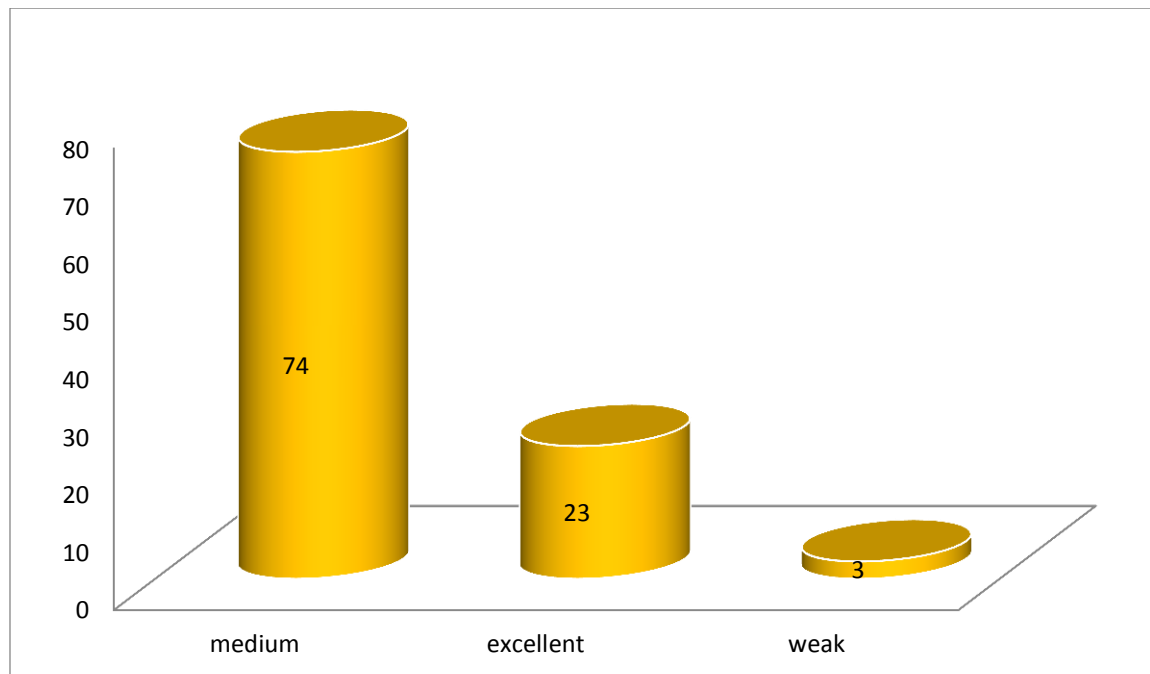
Answers	Yes	No
Participants ( n = 35 )	8	27
Percentage (100%)	23%	77%

This table predicts that 77% of students agree that studying English is easy. however, there are 23% of students think that studying English is difficult .thus, the number who believe that English is not difficult is more than the number of those who voted for “no” .In this case we find out that studying English is an easy branch to study .Despite of, the existence of anxiety that affect on the learning process of the students

**Q3:** To what level do you evaluate your English?

**Figure 2.3**

Student's evaluation about their level.

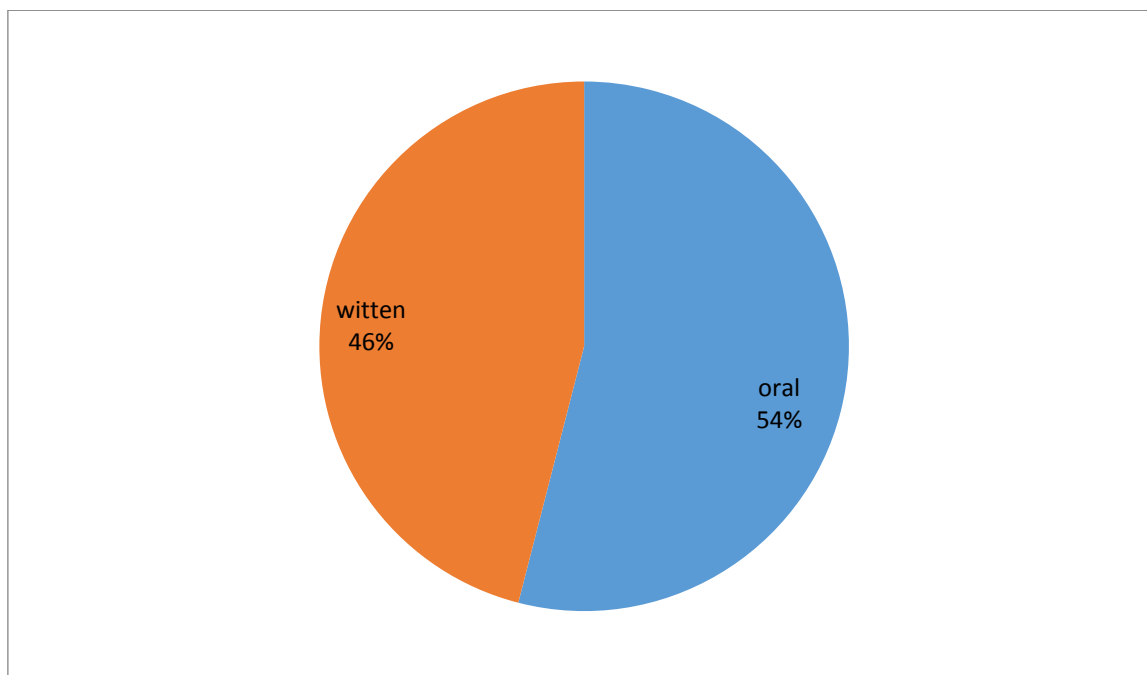


This figure stated the level of the students who are weak ,medium and excellent in studying English .so, we notice that 26 (74%) of students assumed that they are medium at English , 8(23%) of students claimed that they are excellent, and 1 (3%) think that they are weak at studying English .Therefore ,74% students alleged and evaluate themselves as a medium level learners in studying English.

**Q4:** what do you like the most ?

**Figure 2.4**

Student's preferences (oral or written)



From the results that has been proclaim in the figure above, 19 (54%) of participants reported that they like written better than oral, and 16 (46%) of students believe that they like oral than the written .The number of students who reported written are more than the number of students who like oral. We find out that the majority of participants reported writing so they can hide from sight because oral can effectively stop them from reaching objectives. As a result their fear are actually negatively impacting their skills because situation for speaking makes learners threatened of being not enough or fear of failure , and this lead them to perform badly

**Q5:** If it's oral, how often do you participate in class?

**Table 2.5**

Student's frequency on participation.

Suggestions	Frequently	Sometimes	Rarely
Participants ( n = 35 )	24	8	3
Percentage (100%)	68%	23%	9%

The findings above certify that most students participate frequently in oral class 24 (68%), 8 (23%) revealed that they talk sometimes, 3 (9%) believe that they participate rarely .The learners who participate in class are few because most of them talk in oral class ever frequently or sometimes. We extract from these reports that maybe learners do not get enough motivation from their teachers. So, teachers have to reinforce learners with a supportive environment.

**Q6:** how do you feel when the teacher asks you to present a certain topic in front of the class?

**Table 2.6**

Participants feelings when they asked by their teacher.

Suggestions	Stressed	Comfortable
Participants ( n = 35 )	25	10
Percentage ( 100%)	71%	29%

It is evident from the results that the number of the participants who get stressed out when they are asked by their teacher and speak in front of the whole class is 71%, and 29% of them feel comfortable when they are asked to speak . Students who feel anxious when they present a certain topic in the class are more than the students who feel comfortable .We deduce from these statistics that the majority of EFL learners consider that speaking and responding to questions in class is not an easy endeavor. Also, we can deduce from the above findings that students who feel at ease when they speak in class have a high level of self-confidence .whereas, most of students are anxious when they present a certain topic because anxiety prevents them from expressing their thoughts or anxiety is a personality trait, or perhaps they are introvert .That why they avoid the participate in class or talk in the conversation of the classroom.

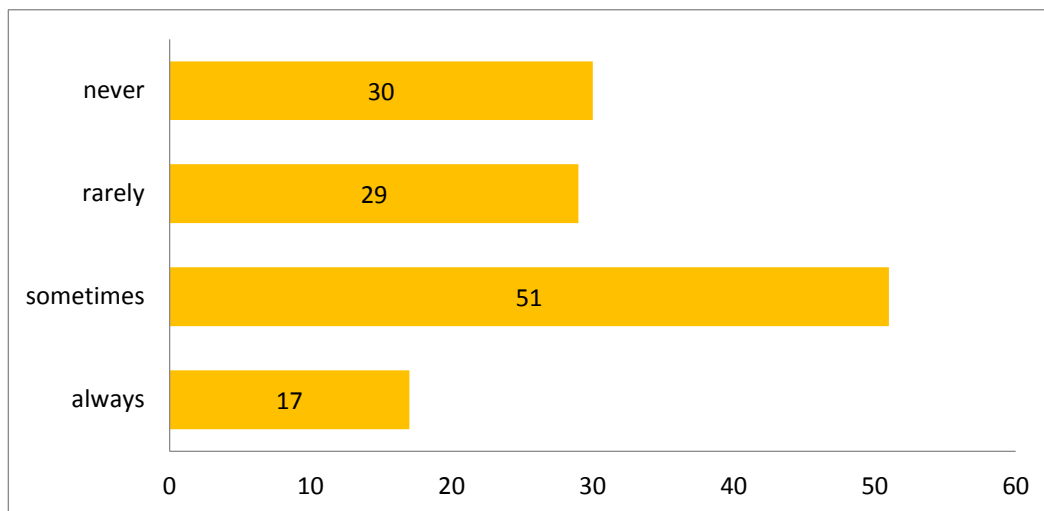
### **Section two**

This second section accommodates an assembly of different questions directed to EFL learners in order to discover their advance towards this anxiety

**Q7:** how often do you feel stressed on your oral?

**Figure 2.7**

Student's frequency of anxiety.

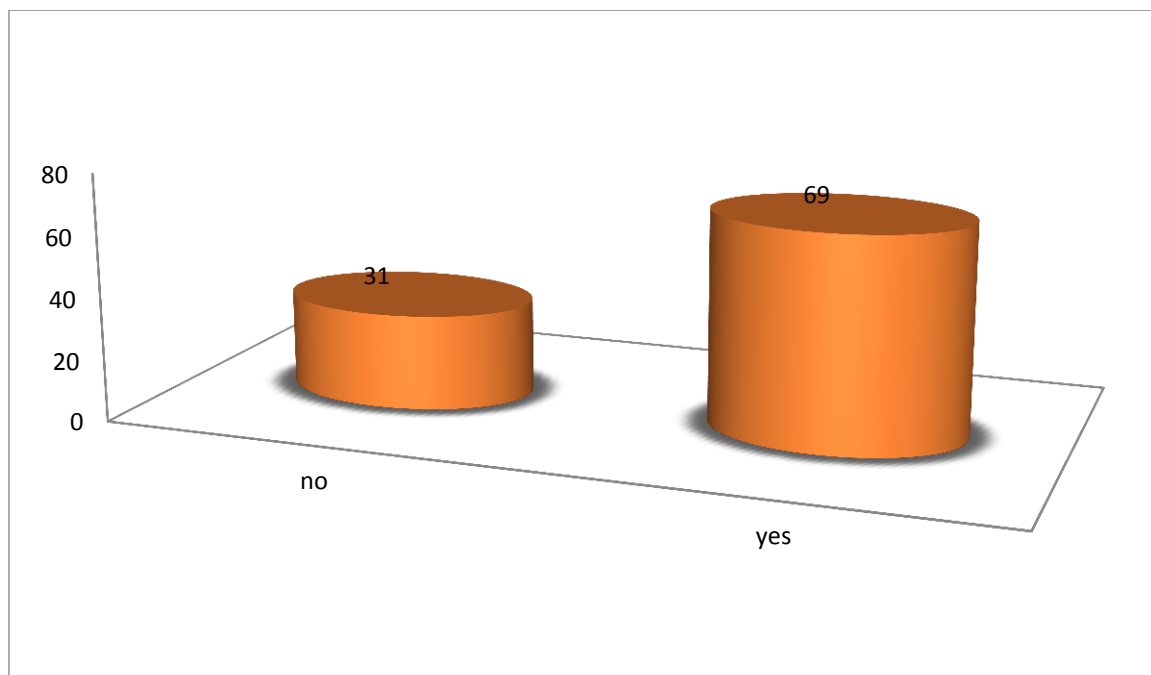


The figure's results show 18 (51%) of students believe that they sometimes get stressed while they perform their oral presentation. 10(29%) of students rarely get anxious, 6 (17%) of students always feel stressed, and 1 (3%) never get anxious, we can say that this sort of students have self-confidence. Thus, the highest number of student's shows that they sometimes feel anxious in their interpretations, perhaps when they did not prepare or they do not know a clue about the topic requested from the teacher.

**Q8:** Does the teacher help you with words and encourage you

**Figure 2.8**

Teacher's encouragement.



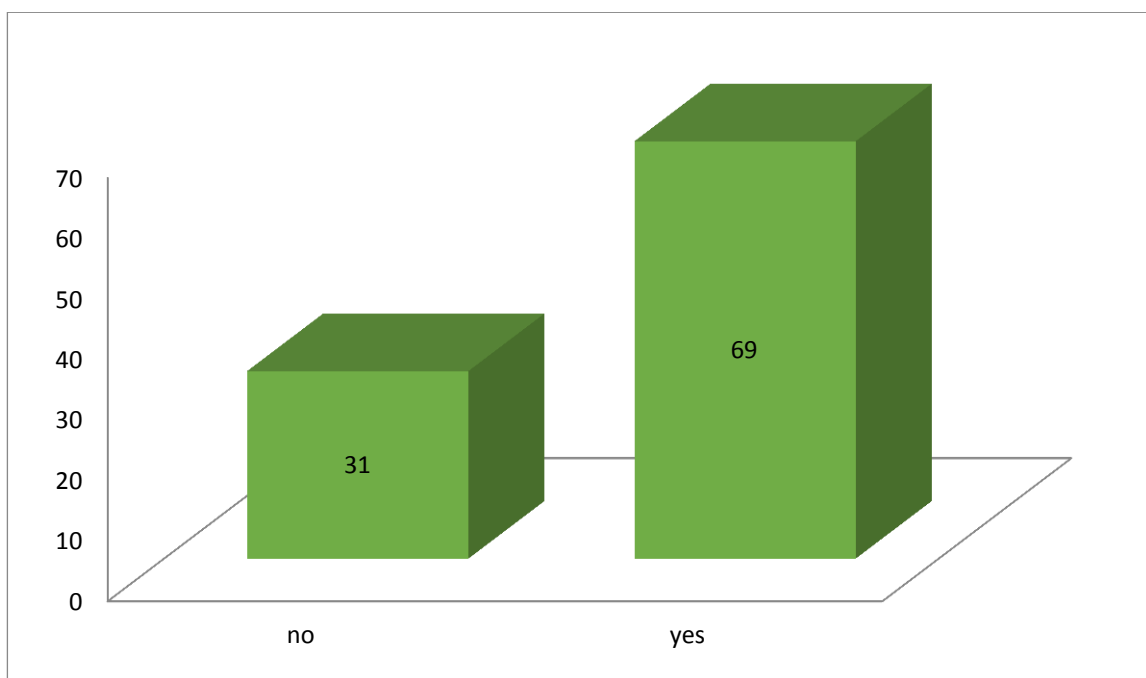
This figure shows that 69% of students get the support and the encouragement from their teachers, and the once who do not get encouragement from their teachers are 31% of students. Thus, the teacher is a guider that helps the students to minimize their fear of public speaking by motivating them and create a comfortable atmosphere and to focus on their successes in using And speaking English.

**Q 9:** Is anxiety one of the causes that make learning English difficult?



**Figure2.9.**

The student's opinion on anxiety



The statistics display the participants who agreed that anxiety is one of the causes that makes learning English difficult are 24 (69%). However, the participants who agreed that anxiety is not the cause of the English learning difficulty are 11(31%) .Thus, the number of those who believe the anxiety is the reason of making English difficult is more than those who consider that anxiety not the cause .These findings confirmed that anxiety has significant impact on learners, making it the reason for their failure to learn.

**Q 10:** To what extent does anxiety affect EFL learners?

**Table2.10**

The extent of anxiety impact on EFL learners.

suggestions	High	medium	low
Participants (n = 35 )	13	19	3
Percentage ( 100% )	37%	54%	9%

This table demonstrates that anxiety has a medium extent that affect EFL learners, 19 (54%) for the low extent the table represents 3 participants (9%), and 13 (37%) assumed that it has a high extent on them .according to the findings we discovered that anxiety affects the majority of the EFL learners, but to varied degrees that are influenced by anxiety in their studies.

### Section three

The third section aims to find about students feelings and thoughts about public speaking anxiety

**Q11:** Which sort of oral activities do you feel anxious at?

**Table 2.11**

student's anxiety in oral tasks.

Suggestions	Free discussions	Role play	reporting
Participants ( n = 35 )	12	14	9
Percentage (100%)	34%	40%	26%

The statistics demonstrate the participant's reports about the speaking activities they feel anxious about. Those who feel more stressed in the role play activity are 14(40%), who feel stressed in the free discussions activity are 12 (34%) , while 9(26%) of the participants feel anxious. We find out that the anxiety seditious activities for learners are role play and free discussions tasks, because they have to talk in front of their classmates fluently and spontaneously and that increases their anxiety.

**Q12:** Do you feel offended when the anxiety physical symptoms show in front of your classmates?

**Table 2.12.**

## Student's anxiety physical symptoms.

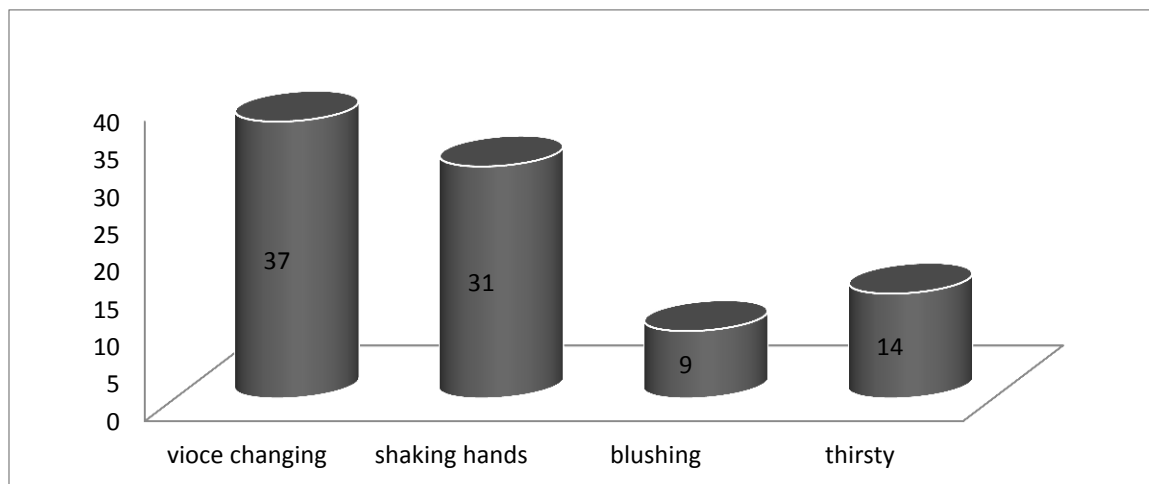
Answers	No	Yes
Participants ( n = 35 )	13	22
Percentage ( 100 % )	37%	63%

The statistics demonstrate 22 (63%) of students agreed that they feel offended when the symptoms of anxiety show 13 (37%) of students said no .Namely, they don't feel embarrassed when the symptoms show. We can see how fear advances in a competitive situation, causing uneasiness instead of encouragement.

**Q 13:** Which of these symptoms do you get when the teacher asks you to speak?

**Figure 2.13**

The participant's symptoms during speaking.

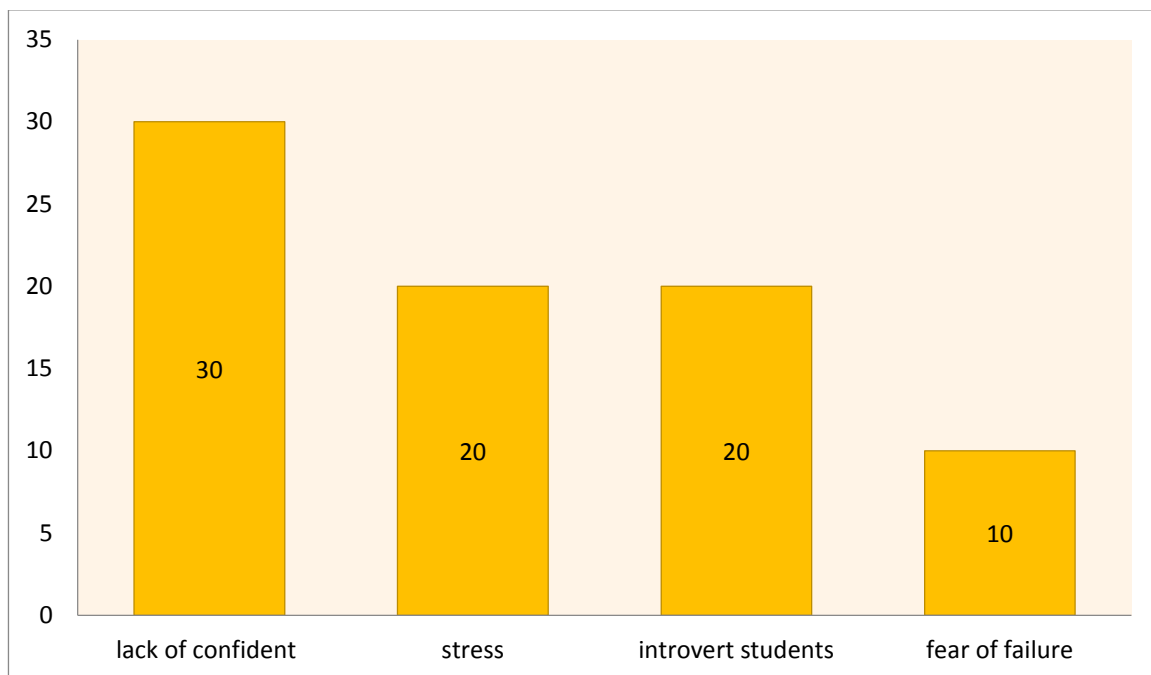


This figure shows the results of the student's symptoms of anxiety when the teacher asks them to present a certain topic. For those who said they have the voice changing while presenting are 13 (37%). 11 (31%) of students claimed that they have the shaking hands. Those who believe that they blush and get shy while presenting are 3(9%). 5(14%) of students get thirsty. Thus, we conclude that each student has his own symptoms and it varies from person to person. So, they should minimize anxiety and face those symptoms by developing self-confidence.

**Q 14:** Why do you think you get such symptoms?

**Figure 2.14**

The student's opinion about their anxiety symptoms.



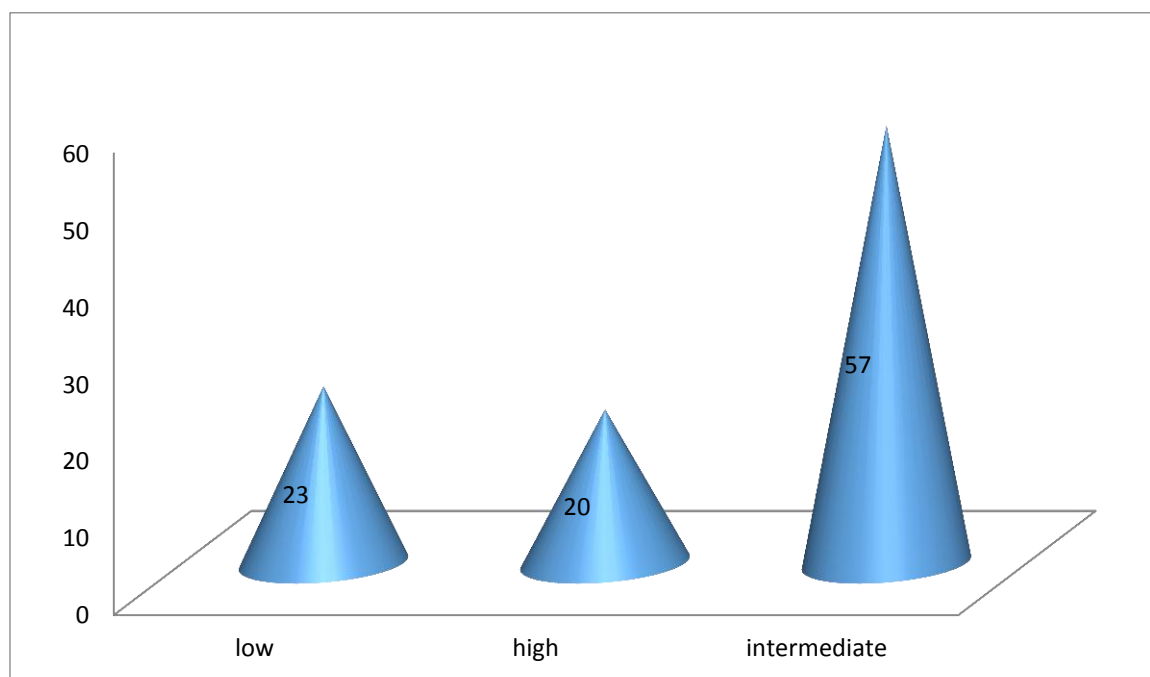
Participants assumed that they face a sundry of anxiety symptoms. 30% reported that they have this kind of anxiety symptoms because of lack of confidence, 20% believe that it is because they feel stressed while speaking in front of the whole class, 20% claimed that they are introvert students and shy which makes them unable to speak fluently and freely, 10% reported fear of failure, due to the feeling of not being enough.

#### **Section four**

**Q 15:** To what extent does anxiety affect your fluency?

**Figure 2.15.**

Student's fluency with anxiety.



This statistics speak for the reports of participants about the impact of anxiety on their fluency. 20 (57%) of learners think that anxiety affect on their fluency in an intermediate level, 8 (23%) they believe that anxiety has an impact, 7 (20%) of participants agree that anxiety has a strong influence on their fluency .We notice that the majority of students see that anxiety has an influence on their fluency in an intermediate level, because anxiety makes the learner's mind go blind which makes them do grammatical mistakes and hesitating .Namely, they become unable to build an understandable syntax.

**Q16:** Do you worry when your classmates are more fluent than you?

**Table 2.16**

Student's anxiety of not being enough.

Answers	yes	no
Participants ( n = 35)	22	13
Percentage (100%)	63%	37%

The table above confirmed that 22 (63%) of students reported “yes” .Namely, they start to worry when their classmates are more fluent in English than them, 13 (37%) of learners do not worry. We find out that anxiety has a strong damage on the learner's fluency which makes them underestimate themselves when they recognize their classmates are advanced and doing more than them. Those who said “no” do not worry perhaps due to the self-confidence they acquire.

### **Section five**

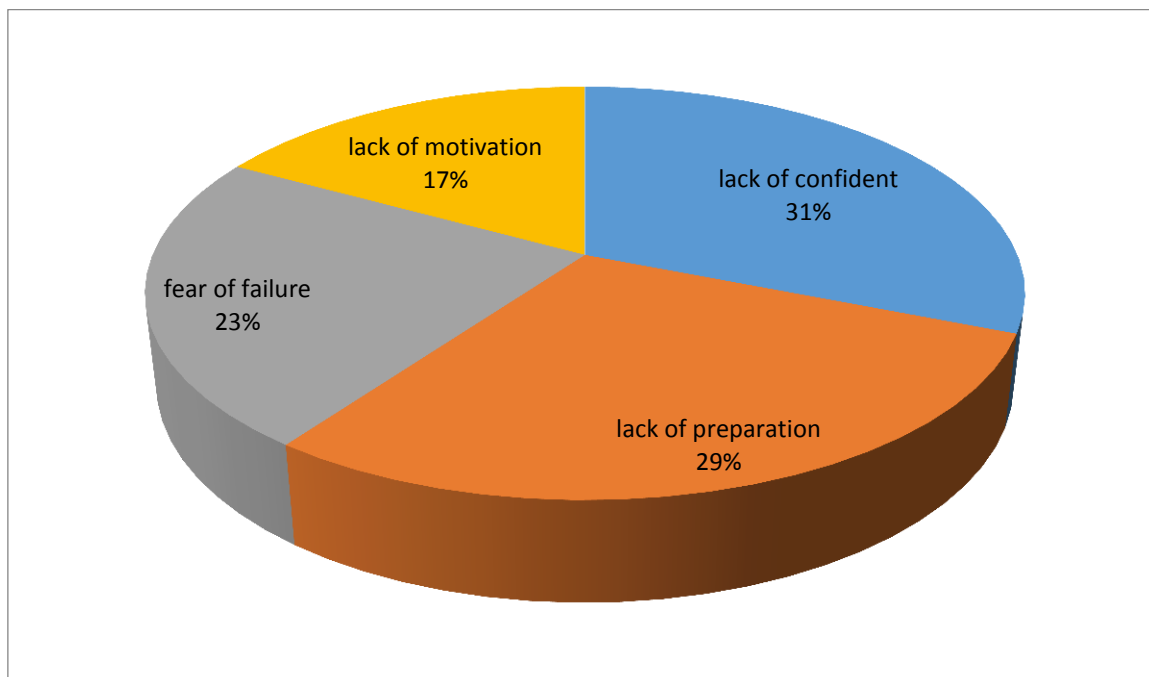
This section attempts to reveal teachers perspective about public speaking anxiety according to teachers .

**Q17:** What are the causes behind anxiety according to you?



**Figure2.17.**

The reason behind anxiety.



This figure reviews the student's reports about the causes of anxiety. The students who believe that anxiety is due to lack of confidence are 11 (31%), the once who reported lack of preparation are 10 (29%), 8(23%) claimed that their anxiety is due to fear of failure, and 6(17%) of students think that feeling anxious is due to lack of motivation. We can notice from these statistics that the majority claimed that the cause behind anxiety is due to the lack of confidence .Therefore; students should practice English with their surroundings to obtain courage to overcome their fears in public speaking, taking chances in which they feel comfortable to speak, writing down what they suppose to say about the topic, and enhance their skills in low- risk settings.

## Section six

**Q 20:** How can you reduce your anxiety?

**Table2.20**

student's opinion about reducing the anxiety.

Suggestions	Practice the deep breath	Try to walk and talk	Drink water	Practice and prepare
Participants (n=35)	6	14	5	10
Percentage (100% )	17%	40%	14%	29%

These statistics reveal the results of student's reports about how they reduce anxiety. It is noticeable that 14 (40%) of students think that they can reduce anxiety by walking and talking during presentations. 10 (29%) believe that they should practice and prepare before the oral performance. Those who think practicing deep breath exercises can minimize anxiety are 6 (17%). Those who think that drinking water during presentations is helpful for reducing anxiety is 5 (14%). As a notice, the majority reported "try to walk and talk" maybe because it helps them to not focus on the feelings of anxiety or its symptoms .

## **2.2 The teacher's questionnaire analysis**

### **2.2. Sample**

Oral teachers can benefit us with opinions about the causes of anxiety as they can be a significant factor they may notice in their student's interpretation and the solutions they see appropriate for students to minimize anxiety. The questionnaire distributed to five (5) oral expression professors at IBN KHLDOUN university English department. The decision to instruct the sample was made, based on teachers of oral ability, and should be taken into consideration, this is going to help us to a long dated.

#### **2.2.2 Teacher's questionnaire description**

The questionnaire contains (02) sections with (09) questions. Section one is about the personal information aims to gather teacher's information such as their qualifications .Section two labeled "speaking skills with anxiety" intends to understand teacher's to know perspectives of oral teachers on the impact of foreign language anxiety on student's speaking skills. The questions are "yes" or "no" answers with justifications, or to choose the correct answer from a list of options, or to answer open questions in which teachers are required to give extra options according to their proficiency and experiences. Finally to organize our work, we used tables and graphics in order to arrange our findings

## 2.2.2 Teachers questionnaire analysis

### Section one

#### Q1 : teachers qualifications

**Table 2.21**

Teachers academic degree

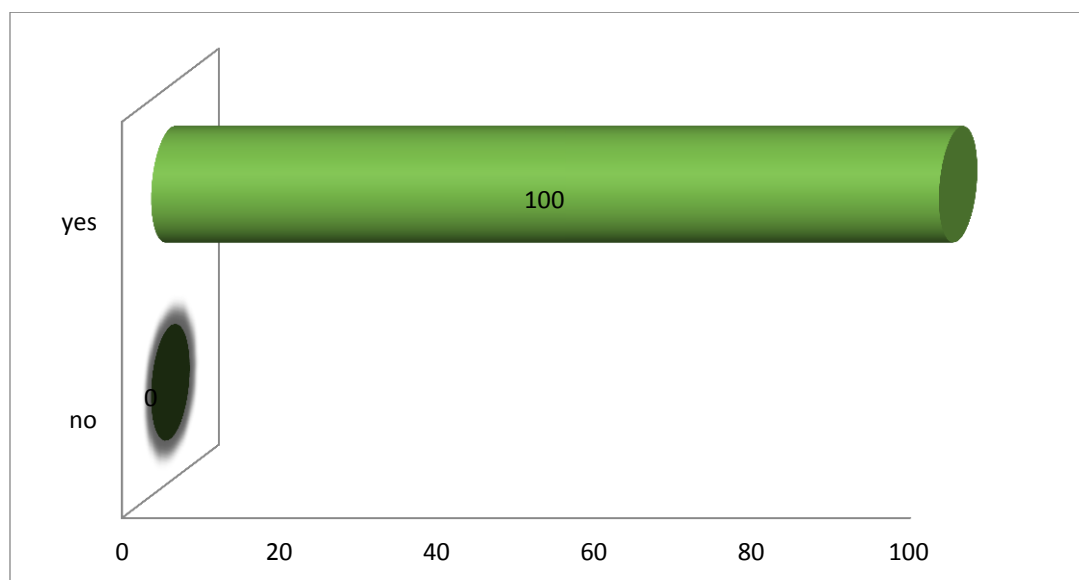
Answers	A.B.A	B.M.A	C.PHD
Teachers (n=5)	0	1	4

### Section two

#### Q1: Do you like teaching oral expression?

**Figure 2.22**

Teacher's perspective about teaching oral expression



The figure above represents the teachers' reports about teaching oral expression classes .100% of students would like to be oral expression teachers. It is obvious that they enjoy teaching spoken English and tend to be close to their learners in order to understand their problems and help them.

**Q2:** How many students participate in oral expression classes?

**Table 2.23**

Teacher's opinions about the number of students participants in oral activities

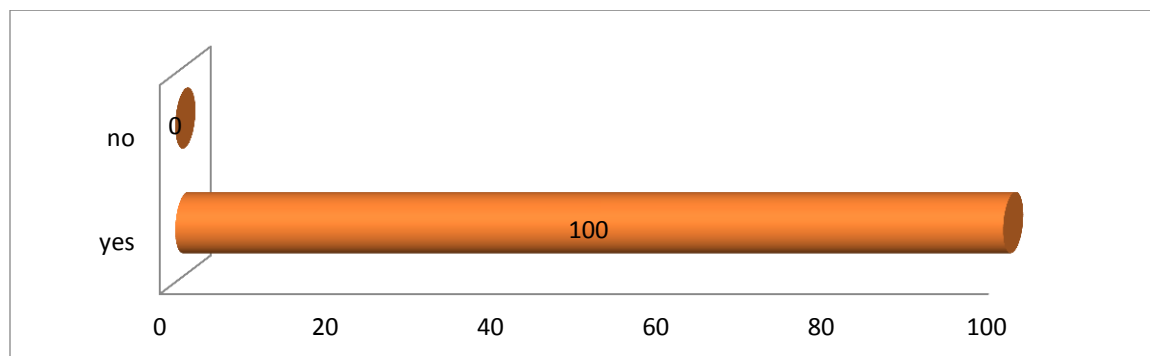
Suggestions	1.10	11.20	21.30	More than30
Teachers	3	1	1	0
Percent	60%	20%	20%	0%

The table above act for how many students usually participate in oral expression classes. (60%) of teachers admitted that 1 to 10 of students participate out of a large number . Those who participate from 11 to 22 are (20%). Teachers declared that from 21to 30% of students who participate in the oral class are (20%). (0%) of students more than 30 do participate in oral expression. We may speculate that the minimal levels of participation according to the sort of activities are required in oral class. Perhaps the activities are uncommon for the learners and they prefer to remain silent than to participate. On the other hand, students predominantly try to communicate over the entertainment activities instituted in an authentic and realistic setting, but they face anxiety so they rescind speaking

**Q3:** Have you ever noticed any anxious students during their oral presentation?

**Figure 2.24.**

Teachers' opinions about potential observed anxious students

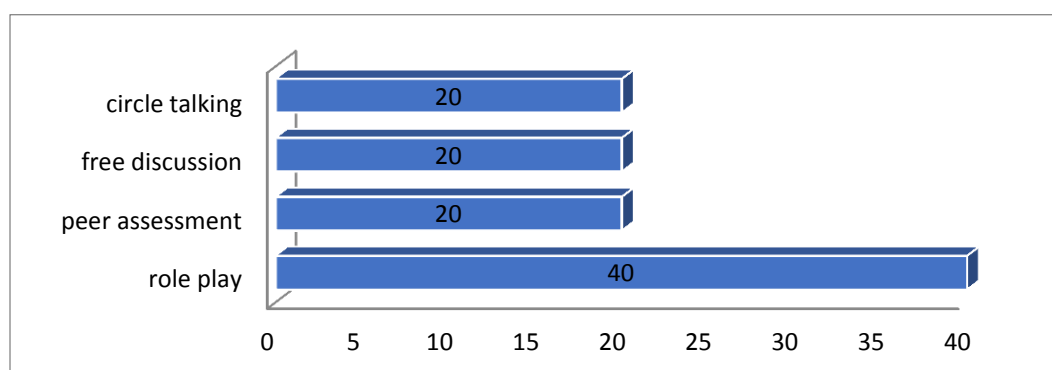


This figure displays 100% of teachers who proclaimed that their students feel anxious during their oral interpretation in class. We can see that no one indicated that the students do not have a sense of anxiety, the findings elucidate that anxiety does exist in the learning process.

**Q4:** In which speaking activities did you notice more anxious students?

**Figure 2.25**

Speaking activities and students anxiety.

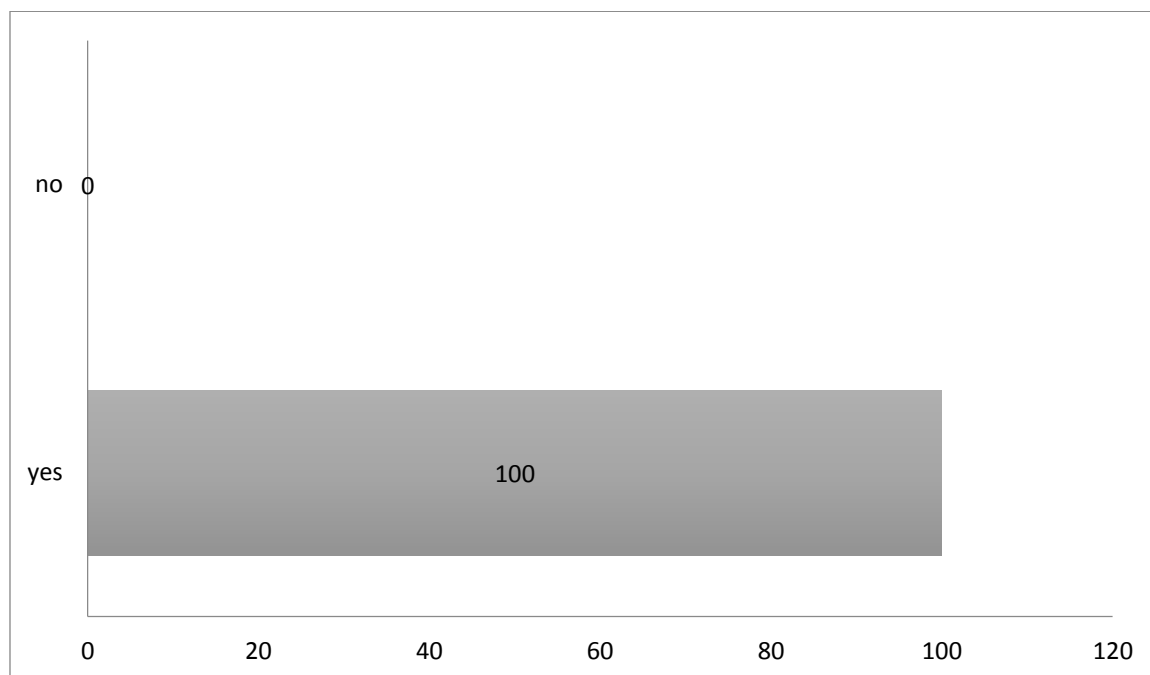


(40%) of teachers revealed that their students feel stressed with role plays ,free discussions , and peer assessment (20%) . We notice that role playing activity is the provenance learner's anxiety .whereas; they feel at ease with the peer assessment, circle talk, and free discussion.

**Q5:** Do you think anxiety is one of the reasons for students' do not achieve in oral expression?

**Figure 2.26**

Anxiety and students' underachievement in oral expression.



**Q6:** If yes, how many cases of anxious students have you witnessed in oral expression classes?

**Table 2.2.24**

The number of anxious students witnessed by teachers.

Suggestions	0-5	6-10	More than 10
teachers	0	1	4
Percent	0%	20%	80%

According to the results 80% of teachers said that they have witnessed more than 10 stressed students in their oral classes, and 20% think that from 6 to 10 of students have been noticed .We find out the majority reported that they witnessed having a big number of learner's who face anxiety in their oral classes. As a result, some students are introvert or having lack of confidence, or fear to not being enough and good at performing, that is why the physical symptoms appears which makes them noticeable by teachers and their surroundings.

**Q7:** Drawing on your teaching experience, which speaking activities do your students feel comfortable with?

**Table 2.2.26**

Comfortable speaking activities for students.

Suggestions	Role play	Free discussions	Prepared Dialogue	Circle talk
Teachers	1	3	1	0
Percent	20%	60%	20%	0%

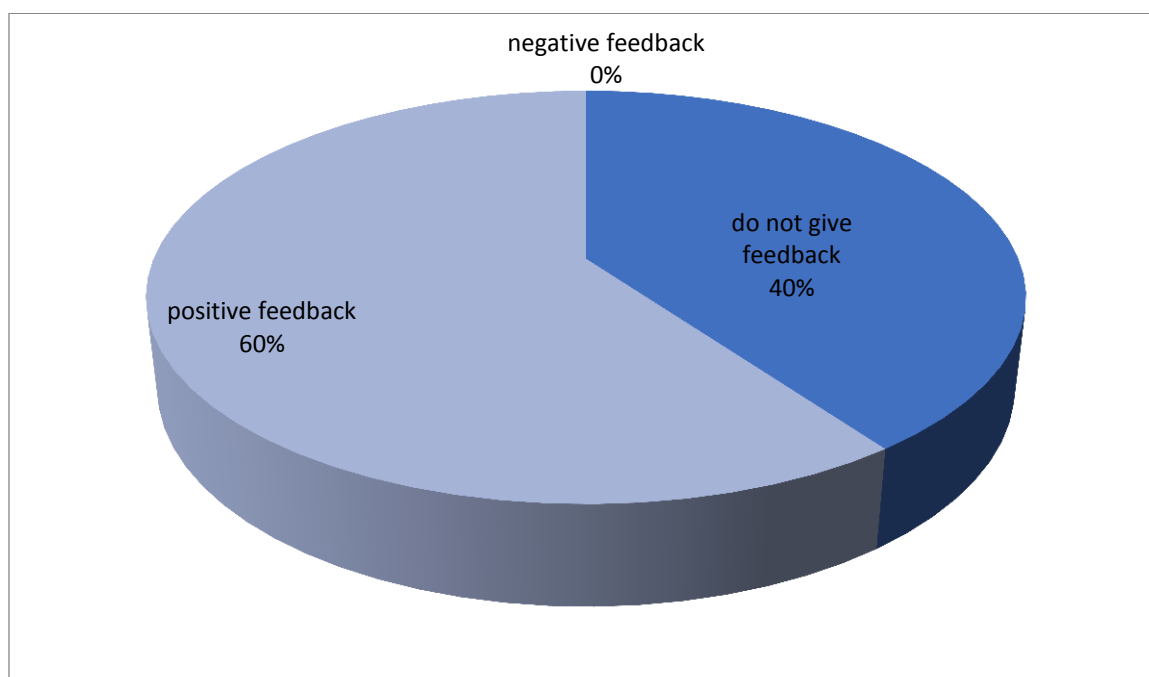


The table above displays the Teacher's opinion on the activities their students feel comfortable with. 60% of teachers reported that their students feel comfortable in the free discussions. 20% of teachers reported for the role play activity, and 20% believe that presenting prepared dialogue. We assume that the free discussion is the most comfortable speaking, but role play, prepared dialogue, and circle talk are the learner's speaking anxiety citation because it request and oblige them to talk in front of the whole class, which makes the whole classroom attention on them.

**Q8:** Which sort of feedback do you give to your students?

**Figure 2.2.27**

Teacher's feedback to their students.



This figure displays that 60% of teachers reported positive feedback, and 40% of them do not give feedback over their students' performance. To this end, teachers motivate and support their students with positive feedback and encourage them to achieve their

speaking skills. Namely, teachers try to reduce the anxiety they have witnessed in their learners.

**Q9:** What do you suggest to minimize students' anxiety in oral expression classes?

The suggestions are helpful for the learner to reduce their anxiety. Teachers claimed that students should learn from their mistakes and even errors are welcomed and beneficial for them to learn. Teachers reported that listening and reading are useful to minimize the student's anxiety. As a sum up to that the most helpful suggestion in this study is that students can learn from their mistakes, also demonstrating errors as a learning tool and be authorized in the learning atmosphere.

**CHAPTER THREE**

**RESULTS AND DISSCUSION**

### 3.1 Discussion of the findings

In a view with the study purpose and to answer the research questions and hypotheses, we collected the prior data to answer the study questions and to reach the aim. The results of teacher's and student's questionnaires indicate their negative attitude towards the impact of anxiety on their learning of the English language and on their interpretation. The first section, the majority of students considered English is not a complex language which makes it easy for them . Even though, A high proportion of students reveals that anxiety influence their learning process. Besides, we conclude that although there are a big portion of students who have an acceptable level of oral interpretation, they do not always speak .because, some of the influencing factors like fear of judgment or being embarrassed. Regarding the majority of learners worry when their classmates present more fluent than them, and that leads them feel nervous and anxious when they perform orally. Learners categorize anxiety effectiveness on their fluency between high and intermediate extent. Moreover, learners are between always and sometimes they feel anxious at their performance. Feeling anxious is the main problem because they do not have much time to think which makes anxiety prevent them from showing their ideas. Despite of the majority said that their teachers encourage them. A high proportion of students admit that they like writing instead of oral because they cannot ameliorate their oral interpretation according to the impact of anxiety. So, this hypothesis is rejected. That is only a few students participate in oral expression which makes it a small number of students. If students keep evading the participation in oral classes, this would diminish their communicative competence. Further, The majority of teachers emphasize that they notice anxious students during their or presentation Are more than 10 learners .thus, All teachers agreed that anxiety is one of the reasons why students do not achieve in oral expression. Free discussion, role play and prepared dialogue are proved to be beneficial in the learner's learning .learners can learn more when they enjoy their learning process. The

majority of teachers give positive feedback to their students which make the students motivated and supported by their teachers, so they minimize their anxiety. Regarding teachers opinion on reducing students anxiety in oral expression classes by making students learn from their mistakes .and they agreed on motivating them with positive feedback or speak with their students on the problem they face .some of the teachers believe that reading and listening reduce anxiety which makes learners develop their speaking skills .this confirms the hypothesis of the research.

### **General conclusion**

The purpose of this study is to see how foreign language fear affects students' desire to communicate in class. It is founded on the concept that when people get nervous, they are more likely to have issues with oral communication in the target language.

The purpose of this research is to highlight the importance of speaking when learning English as a foreign language. It also aims to define Glossophobia and make instructors aware of its effects on students in order to assist them in overcoming their fears. We will need to employ two surveys to obtain data from the current population: one for students and the other for teachers. The first is a survey of 35 students to determine how they perceive their anxiety and how it affects their learning. The second questionnaire aims to learn about instructors' understanding of the impacts of anxiety and to recommend ways that might help students in English classes feel less anxious. The study aimed to provide the results of the analysis of the data. It, in turn, is divided into two portions. The first section provides a definition of the students' questionnaire, as well as an analysis of the data obtained from them. Part two examines the teachers' questionnaire, with the descriptions the questionnaire, analyzing, and interpreting the data obtained from the instructors.

As a result, it was shown that there is a significant link between anxiety and oral performance, which make learners go through a great deal of stress and worry because of a bad presentation , they might lose a lot of opportunities . one of the reasons that was mentioned was fear of judgment , failure and many other aspects like the environment , lack of competence and wrong pronunciation of the words, most of them chose to lay low and avoid participation to save themselves from embarrassment, others prefer to not be visible to teachers at all because of the stress and psychological situations they go through like the brain freeze.77% of the participants revealed that English is not a hard language to learn yet 71% of them admitted to feel stressed when asked a question by teachers and that is due to the physical symptoms that shows like sweat , hand shaking and frustration . which lead us to the part where 69% of efl learners admitting that anxiety is one of the main reasons that makes learning English difficult and it effects its learners to a medium level , because 63% confessed that they feel offended when physical symptoms shows on them and that they rarely receive help or encouragements from teachers .

Luckily many experts in the field and instructors suggested several different theoretical and psychological treatments , such as practice , exchanging conversation with other English speakers , relaxation , therapy and many other solutions used by a lot of public speakers and professionals , because practice makes improvements and improvements leads to professionalism

## RECOMMENDATIONS

The purpose of this study was to consider the number of anxiety among public speaking learners and to come up with enough evidence to show that this fear is widespread among people, particularly among college students. To validate the study and build upon what has already been done, the literature was studied in order to throw light on previous research in the same field. To conclude, the research shows that public speaking anxiety is a learned skill that can be addressed by practicing and rehearsing before presentations or speeches, and that persons who have public speaking anxiety can perform just as well as those who have a strong grasp of the subject. Students can overcome their fear of public speaking using the approaches listed below:

1. The lecturer must assist learners understand that being stressed is a normal part of life.
2. During a public speaking activity, better preparation and comprehension of the issue reduces the chances of committing mistakes or straying off path.
3. There's nothing to be terrified of in a moment of stillness. If presenters lose sight of what they're saying or become frightened, the audience is unlikely to mind a little stop to digest what they've just said.
4. Speakers would undoubtedly gain an advantage if they practiced their whole speech numerous times. They can practice with a small group of individuals with whom they are comfortable.
5. During rehearsals, speakers should solicit audience feedback or ask someone to film the presentation. It is also beneficial to watch it numerous times for self-criticism in order to speed up the learning and improvement process.
6. Speakers who are well prepared are also more likely to recover rapidly when they're off course or confused.

7. Audience reactions and questions should be anticipated by the speaker during practice in order to respond confidently
8. People are primarily focused on the topic being provided, thus it is critical to focus on the content rather than the audience.
9. The presenters should be proud of their accomplishments. It may not have been great, but the speakers are almost certainly harsher on oneself than the audience is.
10. Students would also benefit from participating in an active public speaking forum.  
When people get into the habit of thinking of themselves as comfortable in an unfamiliar situation when speaking in public, their anxiety levels drop and they become more relaxed.
11. Interviews are recommended for further research, in this case live reactions are better analyzed than questionnaire questions.
12. More research is required to examine the anxiety that students face, taking into account university students at all levels.



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ways to help students learn through their mistakes

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Ways You Can Find The Confidence To Speak Up

<https://www.forbes.com/sites/forbescoachescouncil/2017/10/25/15-ways-you-can-find-the-confidence-to-speak-up/?sh=7ff9bc717a74>

**Appendix 01****FIRST –YEAR STUDENT’S QUESTIONNAIRE ABOUT ANXIETY IN THEIR  
ORAL PRESENTATION AT IBN KHLDOUN UNIVERSITY****ENGLISH DEPARTMENT****Students questionnaire****Dear students.**

“Anxiety is a thin stream of fear trickling through the mind. If encouraged, it cuts a channel  
into which all other thoughts are drained”

\_Arther somer roche.

Answering the following questions means you kindly accepted to take part in my research  
study which tackle the anxiety issues that first year lances language students face during their  
oral presentations . it would be much appreciated with thanks

**Section one:** Personal information.

1. Age :

2. Gendre:

A) Male

B) female

**Q 01:** Why have you chosen English to study at the university?

International language

By passion

Obligatory

**Q2:** Is Learning English difficult for you?

Yes

no

**Section two:** anxiety in learning.**Q 03:** To what level do you evaluate your English?

Weak

Medium

Excellent

**Q4:** What do you like most?

Written work submission

oral presentation

**Q5:** if its oral how often do you participate in class ?

Frequently

sometimes

rarely

**Q6:** How do you feel when the teacher asks you to present a certain topic in front of the class?

Stressed  comfortable

**Section two:** oral performing.

**Q7:** How do you feel when the teacher asks you to present a certain topic in front of the class?

Stressed  comfortable

**Q8:** does the teacher help you with words and encourage you ?

Yes  No

**Q9:** is anxiety one of the causes that makes learning English difficult

Yes  No

**Q10:** to what extent does anxiety affect EFL learners

High  medium  low

**Q11:** which sort of oral activities do you feel anxious at

Free discussions  role play  reporting

**Section five:** The causes behind anxiety.

**Q12:** do you feel offended when the anxiety physical symptoms show in front of one of your classmates

Yes  No

**Q13:** Which of these symptoms do you get when the teacher asks you to speak?

Blushing  shaky hands  voice changing  thirsty

**Q14:** why do you think you get such symptoms?

. lack of confidence  stress

introvert student  fear of failure

**Q15:** to what extent does anxiety affect your fluency

Low  high  intermediate

**Q16:** do you worry when your classmates are more fluent than you ?

Yes  no

### Sexton five

**Q17 :** what are the causes behind anxiety according to you ?

Lack of motivation

Fear of failure

Lack of preparation

Lack of confidence

### Sexton six

**Q18 :** How can you reduce your anxiety ?

Practice the deep breath  Practice and prepare

Try to walk and talk  Drink water

## **Appendix 02**

Oral teacher's questionnaire about their student's anxiety while performing an oral presentation.

Answering the following questions means you kindly accepted to take part in my research study which tackle the anxiety issues that first year lances language students face during their oral presentations . it would be much appreciated with thanks

### **Dear teachers**

Answering the following questions means you kindly accepted to take part in my research study which tackle the anxiety issues that first year lances language students face during their oral presentations . it would be much appreciated with thanks .



**Section one:** personal information.

1. Gender:

A) Male:  b) Female: 

2. Teacher's qualifications:

A.B.A (license): B.M.A (master/magister): C.phd (doctorate): **Section two:** speaking skills and anxiety.**Q1:** Do you like teaching oral expression module?

Justify either answer

Yes 

.....

No 

.....

**Q2:** how many students participate in oral expression classes1-10  11-20  21-30  more than 30 **Q3:** have you ever noticed any anxious students during their oral presentation?Yes  no: **Q4:** In which speaking activities did you notice more anxious students ?

Circle talking  free discussion   
role play  peer assessment

**Q5:** do you think anxiety is one of the reasons why students don't achieve in oral expression?

Yes  no

**Q6:** If yes how many cases of anxious students have you witnessed in oral expression classes?

0 - 5  6 - 10  more than 10

**Q7:** Drawing on your teaching experience, which speaking activities do your students feel comfortable with?

Play role

Presenting prepared dialogue

Free discussion

Circle talk

**Q8:** which sort of feedback do you give to your students?

Positive  negative  no feedback given

**Q9:** what do you suggest to minimize student anxiety in oral expression classes?

.....  
.....  
.....

## Résumé

Cette étude qu'on a fait examine une maladie nommée le stress psychologique, cette maladie (le stress) provoque des problèmes de communications verbales Dans le domaine de l'éducation. on a fait une étude qui se compose de trois objectifs le premier donne une définition du stress et ce que veut dire le terme du stress, Le deuxième objectif quelles sont les causes qui le provoque, en dernier quelles sont ses conséquences. Commençons par sa définition, le stress: est un phénomène psychologique qui attaque généralement les gens qui ont un manque de confiance en eux même et les personnes peureuses qui ont toujours avoir peur .Ces causes :la peur ,manque de confiance ,personnalité faible .Ses conséquences bégaiement , Faire des erreurs ,Et cette étude qu'on a fait a 35 étudiants d'anglais à l'université de ibn khldon département d'anglais avec des questionnaires la majorité on répondu qu'ils sont très posés a se phénomène . les enseignants essayent de trouver des solutions pour réduire se phénomène du stress et améliorent la communication verbale en classes

**Mot clé :** stress, langue étrangères , communication

## ملخص

الدراسة التي قمنا بها لفحص مرض يسمى الإجهاد النفسي ويعاني منه الكثير من الطلاب وخاصة الطلاب اللذين يدرسون اللغات الأجنبية ، وهذا القلق (الإجهاد) يسبب مشاكل في التواصل اللفظي في مجال التعليم. لقد قمنا بدراسة تتكون من ثلاثة أهداف: الأول يعطي تعريفاً للتوتر وما يعنيه مصطلح الإجهاد، والهدف الثاني ما هي الأسباب التي تثيره، وأخيراً ما هي عواقبه. لنبدأ بتعريفها، الإجهاد: هي ظاهرة نفسية تهاجم بشكل عام الأشخاص اللذين يفتقرون إلى الثقة بالنفس و يعانون من التوتر كذلك الأشخاص اللذين يخافون دائماً. هذه الأسباب: الخوف، عدم الثقة، ضعف الشخصية. عواقب التلعثم، ارتكاب الأخطاء، وهذه الدراسة التي أجريناها على 35 طالبا من طلاب اللغة الإنجليزية في جامعة ابن خلدون قسم اللغة الإنجليزية مع استبيانات أجاب الغالبية بأنهم مطروحوون جدا لهذه الظاهرة. يحاول المعلمون إيجاد حلول لتقليل التوتر وتحسين التواصل اللفظي في الفصل

**الكلمات المفتاحية :** الاجهاد النفسي، الثقة بالنفس، التوتر.